

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.

Signature: 

Date: 07/9/2017

PERSONAL INFORMATION

Department: Department of Human Development and Quantitative Methodology
College of Education
University of Maryland
College Park, MD 20742

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
- 2011-2012 Interim Chair, Department of Human Development and Quantitative
Methodology
- 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 and edited volumes.

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

Wentzel, K. R., & Wigfield, A. (2009). *Handbook of motivation at school*. New York, NY: Taylor Francis.

Wentzel, K. R., & Brophy, J. (2013). *Motivating students to learn* (3rd edition). New York, NY: Taylor Francis.

Wentzel, K. R., & Miele, D. (2016). *Handbook of motivation at school, 2nd Edition*. New York, NY: Taylor Francis.

Wentzel, K. R., & Ramani, G. (2016). *Handbook of Social Influences in School Contexts: Social-Emotional, Motivation, and Cognitive Outcomes*. New York, NY: Taylor Francis.

2) Journal Special Issues edited.

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

Wentzel, K. R., & Wigfield, A. (2007). Promoting motivation at school: Interventions that work. *Educational Psychologist, Vol. 42.*

Wentzel, K., Zaslow, M., & Darling, K. (2016). Early childhood social and emotional development. Special Issue Guest Editor, *Journal of Applied Developmental Psychology.*

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* (pp. 883-885). 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* (pp. 315-330). 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* (pp. 619-644). Mahwah, NJ: Erlbaum.
- Filisetti, L., & Wentzel, K. R. (2006). Motivation sociale et apprentissage: les enjeux lies aux buts sociaux des eleves. In B. Galand and E. Bourgeois (Eds.), (Se) Motiver a apprendre (pp. 75-84). Paris, FR: Presses universitaires de France.
- Wentzel, K. R., & Looney, L. (2007). Socialization in school settings. In J. Grusec & P. Hastings (Eds.), *Handbook of Social Development* (pp. 382-403). New York, NY: Guilford.
- Encouraging Girls in Math and Science. (2007). IES Practice Guide. NCER 2007-2003 **Authors:** Halpern, Diane F.; Aronson, Joshua; Reimer, Nona; Simpkins, Sandra; Star, Jon R.; Wentzel, Kathryn
- Wentzel, K. R. (2008). Social competence, sociocultural contexts, and school success. In C. Hudley and E. Gottfried (Eds.), *Academic motivation and the culture of schooling in childhood and adolescence* (pp. 297-310). Oxford, UK: Oxford University Press.
- Wentzel, K. R., & Baker, S. A. (2008). Friendships at school. In E. Anderman, L. Anderman, & T. Murdock (Eds.), *Psychology of Classroom Learning: An Encyclopedia*. Farmington Hills, MI: Thomas Gale.

- Wentzel, K. R., & Russell, S. (2008). Parenting styles. In E. Anderman, L. Anderman, & T. Murdock (Eds.), *Psychology of Classroom Learning: An Encyclopedia*. Farmington Hills, MI: Thomas Gale.
- Wentzel, K. R. (2009). Peers and Academic Functioning at School. In K. Rubin, W. Bukowski, & B. Laursen (Eds.), *Handbook on peer interactions, relationships, and groups* (pp. 531-547). New York, NY: Guilford.
- Wentzel, K.R., Baker, S. A., & Russell, S. (2009). Peer relationships and positive adjustment at school. In R. Gillman, S. Huebner & M. Furlong (Eds.), *Promoting wellness in children and youth: A handbook of positive psychology in the schools* (pp. 229-244). Mahwah, NJ: Erlbaum.
- Wentzel, K. R. (2009). Teacher-student relationships. In H. T. Reis & S. Sprecher (Eds.), *Encyclopedia of Human Relationships*. Thousand Oaks, CA: Sage.
- Wentzel, K. R. (2009). Students' relationships with teachers as motivational contexts. In K. Wentzel and A. Wigfield (Eds.), *Handbook of motivation at school* (pp. 301-322). Mahwah, NJ: LEA.
- Wentzel, K. R., & Wigfield, A. (2009). Introduction. In K. Wentzel & A. Wigfield (Eds.), *Handbook of motivation at school*. Mahwah, NJ: LEA.
- Wentzel, K. R. (2009). Classroom behavior. In I. Weiner & E. Craighead (Eds.), *Encyclopedia of psychology*. New York, NY: Wiley.
- Wentzel, K. R. (2010). Preparing the dissertation proposal. In Calabrese, R. L., & Smith, P. (Eds.), *The Faculty Mentor's Wisdom: Conceptualizing, Writing and Defending the Dissertation*. Lanham, MD: Rowman and Littlefield Publishers.
- Wentzel, K. R. (2010). Teacher-student relationships. In J. Meece and J. Eccles (Eds.), *Handbook on schooling and development* (pp 74-91). Mahwah, NJ: LEA.
- Wentzel, K. R., Filisetti, L., & Barry, C. (2010). Prosocial behavior in adolescence. In R. Levesque (Ed.), *Encyclopedia of Adolescence*. New York, NY: Springer.
- Wentzel, K. R., & Watkins, D. E. (2011). Peer relationships and learning: Implications for instruction. In R. Mayer and P. Alexander (Eds.), *Handbook of Research on Learning and Instruction* (pp. 322-343). New York, NY: Routledge.
- Wentzel, K.R., Russell, S., Garza, E., & Merchant, B. (2011). Understanding the Role of Social Supports in Latina/o Adolescents' School Engagement and Achievement. In N. Cabrera, F. Villarruel, & H. Fitzgerald (Eds.), *Volume of Latina/o adolescent psychology and mental health: Vol. 2: Adolescent development* (pp 195-216). Santa Barbara, CA: ABC-CLIO.

- Wentzel, K. R., Donlan, A., & Morrison, D. (2012). Peer relationships and motivation at school. In A. Ryan and G. Ladd (Eds.), *Peer relationships and adjustment at school* (pp. 79-108). Charlotte, NC: IAP.
- Wentzel, K. R. (2012) Developing and Nurturing Interesting and Researchable Ideas. In C. Conrad & R. Serlin (Eds.), *SAGE Handbook for research in education: Pursuing Ideas as the Keystone of Exemplary Inquiry* (pp. 111-126). 2nd Edition. Thousand Oaks, CA: SAGE.
- Wentzel, K. R. (2012). Commentary: Socio-Cultural Contexts, Social Competence, and Engagement at School. In S. L. Christenson, A. L. Reschly, & C. Wylie (Eds.), *Handbook on Student Engagement* (pp. 479-488). New York; Springer.
- Wentzel, K. R. (2012). Adolescents' relationships with teachers and peers. In T. Wubbels, J. van Tartwijk, P. den Brok & J. Levy.(Eds.), *Advances in Learning Environments*. SENSE Publishers.
- Wentzel, K. R. (2013). School adjustment. In W. Reynolds & G. Miller (Eds.), *Handbook of psychology, Vol. 7: Educational Psychology* (pp. 235-258). New York: Wiley.
- Behavior in Secondary Grades Practice Guide (in press). IES Practice Guide/What Works Clearinghouse. Authors: Steven Evans, William Bixby, Virginia Dolan, Michael Furlong, Lee Kern, Timothy Lewis, Kathryn Wentzel.
- Wentzel, K. R. (2014). Motivation. D. Philips (Ed.), *Encyclopedia of Educational Theory and Philosophy*. (p. 543-546). Thousand Oaks, CA: SAGE.
- Wentzel, K.R., Baker, S. A., & Russell, S. (2014). Peer relationships and positive adjustment at school. In R. Gillman, S. Huebner & M. Furlong (Eds.), *Promoting wellness in children and youth: A handbook of positive psychology in the schools* (pp. 260-277). Mahwah, NJ: Erlbaum.
- Wentzel, K. R. (2014). Prosocial behavior towards peers and friends. In L. Walker-Padillo & G. Carlo (Eds.), *Prosocial development: A Multidimensional Approach* (pp. 178-200). New York, NY: Oxford Press.
- Wentzel, K. R. (2015). Socialization in school settings. In J. Grusec & P. Hastings (Eds.), *Handbook of Social Development, 2nd edition* (pp. 251-275). New York, NY: Guilford.
- Wentzel, K. R., (2015). Adolescents' interpersonal relationships, motivation, and competence at school. In C. Rubie-Davies (Ed.), *Social psychology of the classroom international handbook*.

- Wentzel, K. R. (2015). Competence Within Context: Implications for the Development of Positive Student Identities and Motivation at School. In F. Guay., D.M. McInerney, R. Craven, & H. Marsh (Eds.), *Self-concept, motivation and identity: Underpinning success with research and practice. International advances in self research*, (Vol. 5, pp. 299-336). Greenwich, CT: Information Age.
- Wentzel K. (2015) Prosocial behavior and schooling. *Encyclopedia on Early Childhood Development* [online]. CEECD, SKC-ECD; May 2015. URL: <http://www.child-encyclopedia.com/prosocial-skills/according-experts/prosocial-behaviour-and-schooling>.
- Wentzel, K. R. (2016). Students' relationships with teachers as motivational contexts. In K. Wentzel & D. Miele (Eds.), *Handbook of motivation at school (2nd edition)*. Mahwah, NJ: LEA.
- Wentzel, K. R., & Miele, D. (2016). Overview. In K. Wentzel & D. Miele (Eds.), *Handbook of motivation at school (2nd edition)*. New York, NY: Taylor Francis.
- Wentzel, K. R., & Ramani, F. (2016). Overview. In K. Wentzel & G. Ramani (Eds.), *Handbook of Social Influences in School Contexts: Social-Emotional, Motivation, and Cognitive Outcomes*. New York, NY: Taylor Francis.
- Wentzel, K. R. & Muenks, K. (2016) Peer influence on students' motivation, academic achievement and social behavior. In K. Wentzel & G. Ramani (Eds.), *Handbook of Social Influences in School Contexts: Social-Emotional, Motivation, and Cognitive Outcomes* (p. 13-30). New York, NY: Taylor Francis.
- Donlan, A., Gunning, A. L., & Wentzel, K. R. (2016). Supportive relationships with and among adolescents as fundamental building blocks of CCI success. In J. F. Zaff, A. E. Donlan, E. Pufall Jones, & S. A. Anderson (Eds.) *Optimizing child and youth development through comprehensive community initiatives*. Psychology Press.
- Wentzel, K. R., & Watkins, D. E. (2016). Peer relationships and learning: Implications for instruction. In R. Mayer and P. Alexander (Eds.), *Handbook of Research on Learning and Instruction (2nd edition)*. New York, NY: Routledge.
- Wentzel, K. R., Filisetti, L., & Barry, C. (2016). Prosocial behavior in adolescence. In R. Levesque (Ed.), *Encyclopedia of Adolescence, 2nd edition*. New York, NY: Springer.
- Viega, F., & Wentzel, K. R. (in press). Assessment of engagement. *First International Congress of Student Engagement at School: Perspectives from Psychology and Education*
- Wentzel, K. R. (2017). Peer relationships, motivation, and academic performance at school. In A. Elliot & C. Dweck (Eds.), *Handbook of Competence and Motivation (2nd edition)*. New York, NY: Guilford.

Wentzel, K. R. (in press). Social competence. In M. Bornstein (Ed.), *The SAGE Encyclopedia of Lifespan Human Development*.

Wentzel, K. R. (in press). Prosocial behavior. In M. Bornstein (Ed.), *The SAGE Encyclopedia of Lifespan Human Development*.

B. Articles in Refereed Journals

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 motivation at school. *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., Barry, 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, 42*, 153-163.
- Filisetti, L., Wentzel, K.R., & Dépret, E. (2006). Les buts sociaux de l'élève : leurs causes et leurs conséquences à l'école. *Revue Française de Pédagogie, No.155*, 45-56.
- Wentzel, K. R., Filisetti, L., & Looney, L. (2007). Adolescent prosocial behavior: The role of self-processes and contextual cues. *Child Development, 78*, 895-910.
- Wigfield, A., & Wentzel, K. R. (2007). Introduction: Promoting motivation at school: Interventions that work. *Educational Psychologist, 42*, 191-196.
- Wentzel, K. R., & Wigfield, A. (2007). Motivational interventions that work: Themes and remaining issues. *Educational Psychologist, 42*, 261-271.
- Watkins, D. & Wentzel, K. R. (2008). Training boys with ADHD to work collaboratively: Social and learning outcomes. *Contemporary Educational Psychology, 33*, 625-646.
- Spera, C., Wentzel, K. R., & Motto, H. (2009). Parental educational aspirations for their children: Relations to ethnicity, parent education, child GPA, and school climate. *Journal of Youth and Adolescence, 38*, 1140-1152.
- Wentzel, K. R., Battle, A., Russell, S., & Looney, L. (2010). Social supports from teachers and peers as predictors of academic and social motivation. *Contemporary Educational Psychology, 35*, 193-202.

- Kriebel, D., & Wentzel, K. R. (2011). Parenting as a moderator of cumulative risk for behavioral competence in adoptive children. *Adoption Quarterly*, *14*, 37-60.
- Wentzel, K. R., Baker, S. A., & Russell, S. L. (2012). Young adolescents' perceptions of teachers' and peers' goals as predictors of social and academic goal pursuit. *Applied Psychology: An International Review*, *61*(4), 605-633.
- Michael, S. L., Wentzel, K., Elliott, M. N., Kanouse, D. E., Dittus, P., Wallander, J., Pasch, K. E., Franzini, L., Taylor, W. C., Qureshi, T., Franklin, F. A., & Schuster, M. A. (2014). Parental and peer factors associated with body image discrepancy among fifth-grade boys and girls. *Journal of Youth and Adolescence*, *43*, 15-29.
- Wentzel, K. R. (2014). Commentary: The role of goals and values in critical-analytic thinking. *Educational Psychology Review*, *26*, 579-582.
- Wentzel, K. R. (2015). Social relationships and motivation in middle school: The role of parents, teachers, and peers. Reprinted in A. T. Vazsonyi (Ed.), *Adolescence*. Los Angeles, CA: SAGE. [originally appeared in *Journal of Educational Psychology* (1998), *90*, 202-209.]
- Veiga, F. H., Garcia, F., Reeve, J., Wentzel, K., & Garcia, O. (2015). When adolescents with high self-concept lose their engagement in school. *Revista de Psicodidactica*, *20*, 305-320.
- Michael, S., Merlo, C., Basch, C., Wentzel, K., & Wechsler, H. (2015). Critical Connections: Health and Academics, *Journal of School Health*, *85*, 740-758.
- Wentzel, K. R., Russell, S., & Baker, S. A. (2016). Emotional Support and Expectations for Behavior From Peers, Teachers, and Parents: Predictors of Adolescent Competence at School. *Journal of Educational Psychology*, *108*, 242-255.
- Russell, S., Wentzel, K. R., & Donlan, A. (2016). Teachers' Beliefs about the Development of Teacher-Adolescent Trust. *Learning Environments Research*.
- McNeish, D., & Wentzel, K. R. (2017). Accommodating Small Sample Sizes in Three Level Models When the Third Level is Incidental, *Multivariate Behavioral Research*, *52*, 200-215.
- Donlan, A., & Wentzel, K. R. (under review). *The relation between friend support and stress over school transitions: A review of the literature*.
- Wentzel, K. R., Tomback, R., & Williams, A. (under review). *Adolescent Concerns and Perceptions of Efficacy, Control, and Belongingness Over the Transition to High School*.

Wentzel, K. R., Muenks, K., McNeish, D., & Russell, S. (2017). Peer and Teacher Supports in Relation to Motivation and Effort: A Multi-level Study, *Contemporary Educational Psychology*

C. Professional Reports

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. 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. Keynote address, University of Groningen, Groningen, Netherlands. October, 2004.

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

Social Motivation and Interpersonal Relationships: Influences on School Adjustment. Keynote address, Division "Educational Psychology" of the German Psychological Society, Halle-Wittenberg, Germany, September, 2005.

Prosocial Behavior in Early Adolescence: The Role of Motivation and Social Supports. George Mason Psychology Department Colloquia Series, November, 2006.

Social Motivation and Adolescent Adjustment to School. Keynote address, Northern Illinois University, Graduate Research in the 21st Century. March, 2007.

Understanding School Success of Young Adolescents: The Role of Self-Processes and Social Supports. Invited presentation at the University of Pennsylvania, Graduate School of Education, March, 2009.

Student Motivation. Invited address, Adolescent Motivation (Teacher and staff orientation), Mountain View-Los Altos Unified School District. August, 2009.

Understanding School Success of Young Adolescents: The Role of Self-Processes and Social Supports. Invited address, seminar series for the Center for Developmental Science., Carolina Consortium on Human Development. October 12, 2009.

Teacher-student relationships. Invited Keynote address, International Conference on Interpersonal Relationships in Education, Boulder, CO. April, 2010.

Adolescent Motivation: Peer and Teacher Influences. Invited Keynote address, bMRI Symposium on Motivation, Korea University, Seoul, Korea. September, 2010.

Adolescents' Interpersonal Relationships, Motivation, and Competence at School. University of Southern California, Los Angeles, CA, October, 2010.

Invited Keynote panelist: Midwest Regional Educational Laboratory/Minnesota Public Television: *Encouraging Girls in Math and Science*, December, 2012

Social Motivation at School: The Role of Relationships with Teachers and Peers. Invited Keynote speaker, Conference on Social Psychology in the Classroom, Auckland, New Zealand, July, 2013.

Social and Academic Motivation at School: A Sociocultural Perspective. Invited Keynote speaker, Conference on Motivation, University of Lisbon, Lisbon, Portugal, June, 2014.

Prosocial behavior. Invited speaker, AERA /AIR Conference on Schools, Rules, and Socialization Effects for Students, Washington, DC, September, 2014.

Leadership, Scholarship and Mentoring. Invited talk, Graduate School of Education and Human Development, George Washington University. February, 2017.

Prosocial Behavior, Social Influences, and Social Support for Motivation and Academic Success in Adolescents. Invited talk, Learning & the Brain Conference on *Positive, Resilient Minds.* Arlington, VA, April 9, 2017

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)

+Wentzel, K. R. (April, 2016). *Schools, Rules, and Socialization Effects for Students: A Research Agenda.* Presenter, American Educational Research Association, Washington, D.C.

+ Wentzel, K. R. (2016, April). *Meet Journal Editors: Journal Talks.* Presenter, American Educational Research Association, Washington, D.C.

+ Wentzel, K. R. (2016, April). *Division E Vice Presidential Session. Transforming Education: Stories of Advocacy and Change.* Presenter, American Educational Research Association, Washington, D.C.

* Muenks, K., McNeish, D., & Wentzel, K. (2016, August). *Relations between peer and teacher supports, motivation, effort, and goal orientations in adolescents.* Poster presented at the American Psychological Association, Denver.

+ Wentzel, K. R. (2015, August). *Panel discussant. Writing for publication.* American Psychological Association, Toronto, Canada.

+ Wentzel, K. R. (2015, August). *Panel discussant. Research on classroom contexts: Fireside chat.* American Psychological Association, Toronto, Canada.

- *Wentzel, K. R. (2015, April). Discussant, Symposium: *The Role of Peers and Friends in the Development of Early Adolescents' Prosocial Behaviors and Relations*. Society for Research on Child Development, Philadelphia, PA.
- *Williams, A., Wentzel, K., & Tomback, R. (2015, April). *Adolescent Concerns about Belongingness with Peers and Teachers over the Transition to High School*. Paper presented at Society for Research on Child Development, Philadelphia, PA.
- *Donlan, A., & Wentzel, K. R. (2015, April). *Friendship stability and support during the transition to college*. Poster presented at Society for Research on Child Development, Philadelphia, PA.
- *Wentzel, K. R. (2014, April). *Symposium on Peers and Academics: The Influence of Peers and Peer Groups on Academic and School Outcomes*, Discussant. American Educational Research Association, Philadelphia, PA.
- *Morrison, D. A. & Wentzel, K. R. (2014, March). *Ethnic identity of college students of African descent: Peers as significant influencers*. Poster presented at the bi-annual Society for Research on Adolescence (SRA) conference, Austin, Texas
- *Morrison, D. A. & Wentzel, K. R. (2013, June). *Ethnic identity of African American college students: Peers as significant influencers*. Poster presented at the annual National Black Graduate Conference in Psychology (BGCP), Chapel Hill, North Carolina
- *Donlan, A. E., & Wentzel, K. R. (2013, August). *Patterns of friendship, stress, and belonging: A longitudinal analysis of the transition to college*. Poster presented at the annual meeting of the American Psychological Association, Honolulu, Hawaii.
- *Wentzel, K. R., & Donlan, A. (July, 2013). *Transitions to adulthood: New directions for theory and research*. Paper presented at the Society for the Study of Motivation, Washington, DC.
- +Wentzel, K. R. (April, 2013). *Peers and Education* - Breakout session: Organizer and presenter. Peer Pre-conference, Society for Research on Child Development, Seattle, WA.
- * Donlan, A., Wentzel, K., & Russell, S. (October, 2012). *Assessing Friend Support and its Impact on Stress and Anxiety Over the Transition to College: A Mixed-Methods Analysis*. Paper presented in symposium, Transitioning into College, SRCD Themed Meeting: Transitions from Adolescence to Adulthood, Tampa, FL.
- * Wentzel, K. R. (2012, April). Discussant. Symposium on *Family Background, Parental Engagement, and Student Motivation and Achievement*. Annual meeting of the American Educational Research Association, Vancouver.

- * Baker, S.A, Russell, S.L., & Wentzel, K.R. (2012, March). Socially-derived goals as predictors of young adolescents' social and academic goal pursuit. Poster presented at the annual meeting of the Society for Research on Adolescence, Vancouver.
 - * Donlan, A. E., & Wentzel, K. R. (2011, August). *Parent and friend support as longitudinal predictors of stress and anxiety during the transition to college: A mixed-methods analysis*. Poster presented at annual meeting of the American Psychological Association, Washington, DC.
- Wentzel, K. R. (2011, August). If I Knew Then What I Knew Now! Lessons for Early Career Psychologists. Panelist. Annual meeting of the American Psychological Association, Washington, DC.
- * Donlan, A. E., Wentzel, K. R., Baker, S. A., Russell, S. L., & Morrison, D. A. (2011, August). *Perceived support from peers and school success: A longitudinal study*. Poster presented at annual meeting of the American Psychological Association, Washington, DC.
 - * Morrison, D. A., Baker, S. A., & Donlan, A. E. (2011, April). *A longitudinal exploration of peer influence among behaviorally at-risk students*. Poster presented at biennial meeting of the Society for Research on Child Development, Montreal, Quebec.
 - * Wentzel, K. R. (April, 2011). *Theme and Focus of Three Journals: Journal of Applied Developmental Psychology, Social Development, and Child Indicators Research*. Symposium Chair, biennial meeting of the Society for Research on Child Development, Montreal.
 - *Russell, S. L., Michael, S. L., & Wentzel, K. R. (April, 2011). Emotional Support and Expectations for Behavior as Predictors of Academic Effort and Compliance: A Multi-Level Approach. Poster presented at the biennial meeting of the Society for Research on Child Development, Montreal.
 - * Wentzel, K., Russell, & S., Baker, S. (April, 2011). Emotional Support and Expectations for Behavior From Peers, Teachers, and Parents as Predictors of Adolescent Competence at School. Paper presented in symposium, *New Directions in Understanding Peer Relationships and Academic Adjustment in the Classroom*, at the biennial meeting of the Society for Research on Child Development, Montreal.
 - *Baker, S., Wentzel, K., Russell, S., Morrison, D., & Donlan, A. (March, 2010). *Goals, self-regulatory efficacy, and strategy knowledge as predictors of adolescents' non-compliant behavior*. Poster presented at the annual meeting of the American Educational Research Association, Denver.
 - *Michael, S., Wentzel, K., Elliott, M., Kanouse, D., Dittus, P., Wallander, J., Pasch, K., Franzini, L., Taylor, W., & Schuster, M. (March, 2010). *Examining associations between parent*

- and peer support and young adolescent body image.* Poster presented at the biennial meeting of the Society for Research on Adolescence, Philadelphia, PA.
- *Wentzel, K. R., Russell, S., Morrison, D., Donlan, A., & Baker, S. (March, 2010). *Teacher and peer predictors of behavioral and academic engagement.* Poster presented at the biennial meeting of Society for Research on Adolescence, Philadelphia, PA.
 - *Wentzel, K. R. (March, 2010). Symposium on *Positive development in school contexts: Measurement, opportunities, and limitations as examined in the Add Health Study.* Discussant. Biennial meeting of Society for Research on Adolescence, Philadelphia, PA.
 - *Baker, S., Wentzel, K., Russell, S., Morrison, D., & Donlan, A. (March, 2010). *Goals, self-regulatory efficacy, and strategy knowledge as predictors of adolescents' non-compliant behavior.* Poster presented at the biennial meeting of Society for Research on Adolescence, Philadelphia, PA.
 - * Wentzel, K. R. (2009, April). *Victimization in the peer group and children's academic adjustment: Toward an interactive perspective on risk.* Discussant for symposium presented at the Society for Research on Child Development, Denver.
 - * Russell, S. L., Wentzel, K. R., & Donlan, A. (2009, April). *A grounded theory study of teacher-adolescent trust.* Poster presented at the Society for Research on Child Development, Denver.
 - * Wentzel, K. R., Donlan, A., Morrison, D., Russell, S., & Baker, S. (2009, April). *Adolescent non-compliance: A social ecological perspective.* Poster presented at the Society for Research on Child Development, Denver.
 - * Wentzel, K. R., Morrison, D., Donlan, A., Russell, S., & Baker, S. (2009, April). *Predictors of academic performance and engagement of behaviorally at-risk adolescents.* Poster presented at the Society for Research on Child Development, Denver.
 - * Wentzel, K. R., Donlan, A., Morrison, D., Russell, S., & Baker, S. (2009, April). *Adolescent non-compliance: A social ecological perspective.* Poster presented at the annual meeting of the American Educational Research Association, San Diego.
 - * Wentzel, K. R., Morrison, D., Donlan, A., Russell, S., & Baker, S. (2009, April). *Predictors of academic performance and engagement of behaviorally at-risk adolescents.* Poster presented at the annual meeting of the American Educational Research Association, San Diego.
 - * Russell, S., Wentzel, K. R., & Donlan, A. (2009, April). *A grounded theory study of teacher-adolescent trust.* Poster presented at the annual meeting of the American Educational Research Association, San Diego.

- * Wentzel, K. R., Russell, S., & Baker, S. (2008, April). *Social Supports, Social Goal Pursuit, and Behavioral Engagement of Hispanic Adolescents*. Poster presented at the annual meeting of the American Educational Research Association, New York, NY.
- *Wentzel, K. R., Baker, S., & Russell, S. (2008, April). *Social Supports, Self-Efficacy, and Academic Success of Hispanic Adolescents*. Poster presented at the annual meeting of the American Educational Research Association, New York, NY.
- *Wentzel, K. R., Russell, S., & Baker, S. (2008, March). *Social Supports, Self-Efficacy, and Academic Success of Hispanic Adolescents*. Poster presented at the biennial meeting of the Society for Research on Adolescence, Chicago, IL.
- *Wentzel, K. R., Monzo, J. C., Williams, A. Y., & Tomback, R. M. (2007, April). *Teacher and Peer Influence on Academic Motivation in Adolescence: A Cross-Sectional Study*. Presented at the biennial meeting of the Society for Research in Child Development. Boston, MA.
- Wentzel, K. R. (2007, April). *Teachers and development*. Roundtable Panel on “What teachers need to know about child and adolescent development.” Presented at the biennial meeting of the Society for Research in Child Development. Boston, MA.
- *Tomback, R. M., Williams, A. Y., Monzo, J. C., & Wentzel, K. R. (2007, April). *A Longitudinal Examination of Student Concerns: Consistency and Change After the Transition to High School*. Presented at the biennial meeting of the Society for Research in Child Development. Boston, MA.
- *Tomback, R. M., Williams, A. Y., Monzo, J. C., & Wentzel, K. R. (2007, April). *Adolescents’ Concerns about school: A longitudinal Study*. Presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- *Wentzel, K. (April, 2006). Discussant, *Diverse Perspectives in the Study of Peer Victimization: Cultural, Behavioral, Emotional and Cognitive Considerations*. Symposium presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- * Watkins, D., & Wentzel, K (2006, April). *Training Boys with ADHD to Work Collaboratively: Social and Learning Outcomes*. Poster presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- *Tomback, R., Williams, A., & Wentzel, K. (2006, April). *Young Adolescents’ Concerns About the Transition to high School: A Longitudinal Study*. Poster presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- *Wentzel, K. R., Williams, A., & Tomback, R. (2006, April). *Teacher and Peer Support as Predictors of Academic Performance and Classroom Behavior: A Longitudinal Study*.

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

- *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 college. Colloque des « effets des dimensions conatives en éducation (personnalité, motivation estime de soi, compétences sociales). France, Nantes, 7-8 juin 2006.
- *Tomback, 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., & Tomback, 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 compétences sociales à l'école: Les prédicteurs 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., & Looney, 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).

Social Supports and Academic Success of Hispanic Adolescents, Spencer Foundation (\$40,000). 1/1/2007-12/31/2007.

Social Supports and Academic Success of Hispanic Adolescents, Spencer Foundation (\$455,000). Revise-resubmit.

Seeking Common Ground: A Multidisciplinary Examination of Critical, Analytic Thinking in Learning and Development. P. Alexander, K. Dunbar, & K. Wentzel (Co-PIs). Conference supported by AERA, 10/4-10/5/2013. (\$40,000.)

University of Maryland Predoctoral Interdisciplinary Research Training Program: Applying Developmental and Cognitive Science to Educational Research (PI) Submitted to IES, not funded. (\$3,932,394.00)

Peer Relationships and Academic Success. (PI) Spencer Foundation. (Submitted 8/1/16; awarded 12/16) 1-1-17-12/31/17. (\$50,000).

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, Prizes, and Awards

- Dissertation Fellowship, 1986-1987, School of Education, Stanford University.
- Post-doctoral Fellowship in developmental psychology, National Institute of Child Health and Human Development, 1988-1990, administered by University of Illinois at Urbana-Champaign.
- Recognized as an Outstanding Teacher, Center for Teaching Excellence, UMCP, 1992
- *Teachers Who Care: Implications for Student Motivation and Classroom Behavior*. OERI Fellows Program, August 1, 1994 - July 31, 1995. (\$45,000).
- 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
- Vice President, Division E, American Educational Research Association, 2002-2004.
- Fellow, APA, Division 15, Educational Psychology, 2008
- Outstanding Research Award, Division E, AERA, 2008:

Wentzel, K. R., Filisetti, L., & Looney, L. (2007). Adolescent prosocial behavior: The role of self-processes and contextual cues. *Child Development*, 78, 895-910.

- Fellow, AERA, Division C, Counseling and Human Development, 2009
- 2010 College Award for Outstanding Scholarship, University of Maryland, College Park
- Fellow, ADVANCE Fellow Leadership Program, University of Maryland, College Park, 2012-2013
- Academic Leadership Fellow, Committee on Institutional Cooperation (CIC), UMD, 2014-2015.

I. Editorships, Editorial Boards, & Reviewing Activities

1) Editorial Activities

Editorship:

Associate Editor, *Journal of Applied Developmental Psychology*, 2007-2008

Editor, *Journal of Applied Developmental Psychology*, 2008-2014

Editor, *Educational Psychologist*, 2015-2020.

Editorial Boards:

Review of Educational Research, 1990-1993

Journal of Educational Psychology, 1996-2008

Child Development, (Consulting Editor) 1997-2008

Journal of School Psychology, 1998-2007

Journal of Research on Adolescence, 2000-2005

Educational Psychologist 2000-2011

Contemporary Educational Psychology 2003-2007

Journal of Applied Developmental Psychology 2015-

2) Ad hoc reviewer.

Child Development

Developmental Psychology

Journal of Educational Psychology

American Educational Research Journal

Journal of Early Adolescence

Review of Educational Research

Journal of Research on Adolescence

Psychological Bulletin

SRCD, annual meeting

AERA, annual meeting

SRA, annual meeting

3) Grant reviewer.

- Panel member: National Science Foundation; Institute for Education Sciences (standing panel member, 2005-2012)
- Ad hoc reviewer: National Science Foundation, National Institutes of Health, Institute for Education Sciences

TEACHING AND ADVISING

A. *Courses Taught in the last five years*

EDHD 720/820 Socialization Processes in Human Development -
 Doctoral core course on socialization processes within the family, peer group, and the classroom.

EDHD 835 Achievement Motivation-
 Doctoral course on the development of motivation

EDHD 780 Research Methods
 Doctoral core course on research methods

EDHD 402 Social Development
 Undergraduate course in social development

B. *Teaching Awards and Mentoring*

- 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

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
- 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.
- 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, 2004-2008 (member 2004-2012).
- Member, Fellow Selection Committee, APA, Division 15, 2013-16
- Member, Thorndike Selection Committee, APA Division 15, 2013-14

2) Organizational memberships.

American Psychological Association, Fellow, Division 15
 American Educational Research Association, Former Vice President, Division E
 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; Fall, 2006, 2007
- Member, Promotion and Tenure Committee, 1995-1996; 2002-2003
- Chair, Admissions Committee, 1998-2011
- Graduate Director, Spring, 2003
- Member, Workload Policy Committee, 1998-2001
- Member, Merit Pay Review Committee, 1998-1999
- Member, Educational Psychology Specialization faculty committee, 1991-present
- Co-Convenor: Developmental Sciences specialization 2008-2011
- Faculty member, NIH Training Grant in Social-Emotional Development.2003-2015
- Chair, HDQM APT Committee, 2016

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
- Member, Search Committee, Educational Measurement and Statistics, 2010-2011
- Member, Graduate Council, COE representative, 2014-2017

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
- Member, Appointment, Promotion and Tenure Appeals Committee, 2008-2009
- Member, Dean Wiseman Review Committee, 2011-2012
- Member, ADVANCE proposal review committee 2010; sub-committee chair 2011-2012; 2012-2013.
- Member, Appointment, Promotion and Tenure Committee 2009-2011 (declined Chair role for 2011-2012); 2014-2016
- Chair, Summer Promotion Committee, Appointment, Promotion, and Tenure Committee, 2014
- Member, PCC Committee, 2014-2017
- Chair, Ethics review committee, Office of the Provost, 2015-2016

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: Social Development and Motivation; Parent Educational Goals and Concerns for Middle School Students. Elkridge Landing Middle School, 1996-1997.
- Teacher In-Service: Teacher and peer influences on student motivation and achievement. Crossroads Center, Baltimore County Public Schools, 2008.
- Teacher In-Service: Teacher and peer influences on student motivation and achievement: Two-year Followup. Crossroads Center, Baltimore County Public Schools, 2010.

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.
- Advisory panel member, Early Childhood Longitudinal Program - ECLS-K, AIR.
- Member, IES Panel on Encouraging Girls in Math and Science, 2006-2007.
- Member, IES Panel on Behavior in Secondary Grades Practice Guide, 2009-2011.
- Technical Working Group, member: "Improving Outcomes for Adolescents with Disabilities." IES, National Center for Special Education Research, November, 2012.
- Board member, For Action Initiative, 2013-2014 (Organization sunsetted, curriculum adopted by Newseum, Washington, DC)
- Board member, One Dollar For Life (ODFL), 2012-
- Middle Grades Longitudinal Study of 2016–17 (MGLS:2017) Content Review Panel Member, 2013-
- Member, AERA Committee on Safe Schools, 2014-
- Site evaluator: Department of Educational Psychology, University of Wisconsin-Madison; Eliot-Pearson Department of Child Study and Human Development, Tufts University, 2012; Faculty of Education and Social Work, University of Auckland, New Zealand, 2016.
- AIR, school climate and SEL committee, 2016.

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.*