

Mary McCaslin (pka McCaslin Rohrkemper)
Curriculum Vitae December 2020

EDUCATION

1981	Ph.D.	Michigan State University. Educational Psychology. Major: Learning and Cognition; Minor: Psychology.
1976	M.A.	Michigan State University. Educational Psychology.
1974	B.A.	With High Honors, Michigan State University. Psychology and Russian and Eastern European Studies Program.

PROFESSIONAL APPOINTMENT HISTORY

1/2014 - 6/2019	Head, Department of Educational Psychology
7/2010 - present	Co-Director, Center for Research on Classrooms, College of Education, University of Arizona
8/1993 - present	Associate to Professor, Department of Educational Psychology, University of Arizona.
9/1990 - 8/1993	Associate Professor, Department of Curriculum and Instruction, University of Missouri-Columbia.
9/1986 - 6/1990	Director, Teacher Certification (Secondary) Program, Bryn Mawr College (in cooperation with Swarthmore and Haverford Colleges).
9/1983 - 6/1990	Assistant (granted tenure in 1988) to Associate Professor (promoted in 1989), Department of Human Development, Bryn Mawr College. (Bryn Mawr College evaluates for tenure in the 6 th year; promotion in any subsequent year.)
9/1981 - 6/1983	Assistant Professor, Department of Human Development, College of Education, University of Maryland CollegeP ark.

MEMBERSHIPS IN LEARNED SOCIETIES

Mortar Board Women's Honorary Society
Phi Beta Kappa
Fellow, American Psychological Association, Division 15, Educational Psychology

HONORS AND AWARDS

AACTE *JTE* Article of the Year (Inaugural) Award. (2008, February). Good, T., McCaslin, M., Tsang, H., Zhang, J., Wiley, C.R.H., Bozack, A. R., & Hester, W. (2006). How well do first-year teachers teach: Does type of preparation make a difference? *Journal of Teacher Education*, 57, 410-430.

Visiting Scholar. (1991, Summer). Edith Cowan University College of Education, Perth, Australia.

National Academy of Education Spencer Postdoctoral Fellow. (1986). Research: Adaptive learning and classroom teaching.

Ford Grant Program for Curriculum Development. (1985-1986). Bryn Mawr College. Course designed (with K. Hirsch-Pasek, Haverford, & K. A. Renninger, Swarthmore Colleges): Child development and social policy.

Outstanding Dissertation (Inaugural) Award. (1981). College of Education, Michigan State University.

RESEARCH GRANTS AWARDED

William T. Grant Foundation. (2008). Small grant to support the development of a classroom observation measure. T. Good, M. McCaslin, D. Sabers, & C. R. H. Wiley, Co-Investigators.

Carnegie Foundation. (2004-2005). Measuring the effects of teachers on student achievement: Guidelines for school districts. T. Good & M. McCaslin, Co-Principal Investigators. \$50,000. No cost extension December, 2005.

U.S. Department of Education (OERI). (2000-2003). Theoretical analysis and implementation study of Comprehensive School Reform programs. T. Good & M. McCaslin, Co-Principal Investigators (year one with J. D'Agostino). \$1,042,690 distributed over 3 years subject to annual review. Annual reviews and two no-cost extension requests were successful.

Spencer Foundation. (1999-2000). Coping in classrooms: Studies of student emotion. M. McCaslin, Principal Investigator. \$35,000.

Dean's Summer Research Grant, University of Arizona. (1995). Funds obtained to support student research. \$5000.

National Science Foundation. (1992-1994). Enhancing teacher professionalism through collaborative curriculum development in mathematics. T. Good, M. McCaslin, & B. Reys, Co-Principal Investigators. \$312,435.

National Science Foundation. (1990-1992). Enhancing teacher professionalism through collaborative curriculum development in mathematics. T. Good, M. McCaslin, & B. Reys, Co-Principal Investigators. \$299,926.

Office of Educational Research and Improvement (OERI) to the Center for Effective Elementary and Middle Schools, The Johns Hopkins University. (1985-1988). External Faculty Research Associate. Funding to support interview transcription and analyses of data obtained in the Adaptive learning and classroom teaching study (supported, in part, by the National Academy of Education Spencer Postdoctoral Fellowship).

Bryn Mawr College:

Faculty Research Fund, Bryn Mawr College. (1989). Project: Parents' conceptions of children's learning and classroom motivation. < \$1000.

Junior Leave, Bryn Mawr College. (1986-1987 academic year). Project: Adaptive learning and classroom teaching (also supported in part by a National Academy of Education Spencer postdoctoral fellowship listed previously).

Madge Miller Fund and Rosalyn R. Schwartz Fund, Bryn Mawr College. (1984). Project: Studies in classroom learning and motivational processes. < \$1000.

Madge Miller Fund, Bryn Mawr College. (1983). Project: Student Cognition Study II: Other perception. <\$1000.

University of Maryland at College Park:

Graduate School. (1982). Project: Interview methods in educational research: Issues in design, implementation, and analysis. \$5000. Award declined.

DHCR Small Grant Award Program. (1982). Project: Student Cognition Study: Elementary school students' understanding of the causes and effects of problem difficulty in mathematics. < \$1000.

PUBLICATIONS

Journal Articles (Refereed Journals; * indicates invited and peer-reviewed article.)

Vriesema, C. C., & McCaslin, M. (2020). Experience and meaning in small-group contexts: Fusing observational and self- report data to capture self and other dynamics. *Frontline Learning Research*, publication of EARLI (European Association of Research on Learning and Instruction).

McCaslin, M., Vriesema, C. C., & Burggraf, S. (2016). Making mistakes: Emotional adaptation and classroom learning. *Teachers College Record*, 118 (2).

- *McCaslin, M., & Burross, H. (2011). Research on individual differences within a sociocultural perspective: Co-regulation and adaptive learning. *Teachers College Record, 113* (2), 325-349.
- *McCaslin, M. (2009). Co-regulation of student motivation and emergent identity. *Educational Psychologist, 44*(2), 137-146.
- *Bozack, A. R., Vega, R., McCaslin, M., & Good, T. L. (2008). Teacher support of student autonomy in Comprehensive School Reform classrooms. In M. McCaslin & T. L. Good (Eds.), *Teachers College Record, Special Issue: School Reform Matters, 110* (11), 2389-2407.
- *Dolan, A. L., & McCaslin, M. (2008). Student perceptions of teacher support. In M. McCaslin & T. L. Good (Eds.), *Teachers College Record, Special Issue: School Reform Matters, 110* (11), 2423-2437.
- *Florez, I. R., & McCaslin, M. (2008). Student perceptions of small group learning. In M. McCaslin & T. L. Good (Eds.), *Teachers College Record, Special Issue: School Reform Matters, 110* (11), 2438-2452.
- *Good, T. L., & McCaslin, M. (2008). What we learned about school reform: Implications for practice and policy. In M. McCaslin & T. L. Good (Eds.), *Teachers College Record, Special Issue: School Reform Matters, 110* (11), 2475-2495.
- *McCaslin, M. (2008). Learning motivation: The role of opportunity. In M. McCaslin & T. L. Good (Eds.), *Teachers College Record, Special Issue: School Reform Matters, 110* (11), 2408-2422.
- *McCaslin, M., & Burross, H. L. (2008). Student motivational dynamics. In M. McCaslin & T. L. Good (Eds.), *Teachers College Record, Special Issue: School Reform Matters, 110* (11), 2452-2463.
- *McCaslin, M., & Good, T. L. (2008). A study of Comprehensive School Reform progress in Arizona. In M. McCaslin & T. L. Good (Eds.), *Teachers College Record, Special Issue: School Reform Matters, 110* (11), 2319-2340.
- *Wiley, C.R.H., Good, T. L., & McCaslin, M. (2008). Comprehensive School Reform instructional practices throughout a school year: The role of subject matter, grade level, and time of year. In M. McCaslin & T. L. Good (Eds.), *Teachers College Record, Special Issue: School Reform Matters, 110* (11), 2361- 2389.
- Good, T., McCaslin, M., Tsang, H., Zhang, J., Wiley, C.R.H., Bozack, A. R., & Hester, W. (2006). How well do first-year teachers teach: Does type of preparation make a difference? *Journal of Teacher Education, 57*, 410-430.

- *McCaslin, M. (2006). Student motivational dynamics in the era of school reform. *Elementary School Journal*, 106, 479-490.
- McCaslin, M., Good, T. L., Nichols, S., Zhang, J., Hummel, C., Bozack, A. R., Burross, H.L., & Cuizon-Garcia, R. (2006). Comprehensive school reform: An observational study of teaching in grades 3 to 5. *Elementary School Journal*, 106, 313-331.
- Good, T.L., Burross, H. L., & McCaslin, M. (2005). Comprehensive school reform: A longitudinal study of school improvement in one state. *Teachers College Record*, 107, 2205-2226.
- *Good, T. L., & McCaslin, M. (2005). Principal perceptions of support from the State Department of Education. *Journal of Education for Students Placed at Risk*, 10(1), 33-51.
- McCaslin, M., Burross, H.L., & Good, T. L. (2005, January 2). Change and continuity in Student achievement from grades 3 to 5: A policy dilemma. *Education Policy Analysis Archives*, 13(1). Available at <http://epaa/asu/edu/epaa/v13n1/>.
- McCaslin, M. (2003). Introduction. *Elementary School Journal. Special Issue, New directions in motivation research: Implications for practice*, 103, 314-316.
- *McCaslin, M., & Hickey, D. (2001). Educational psychology, social constructivism, and educational practice: A case of emergent identity. *Educational Psychologist*, 36 (2), 133-140.
- *McCaslin, M., & Infanti, H. (1998). The generativity crisis and the “scold war”: What about those parents? *Teachers College Record*, 100, 275-296.
- *McCaslin, M. (1996). The problem of problem representation: The Summit's conception of student. *Educational Researcher*, 25, 13-15.
- McCaslin, M., Tuck, D., Waird, A., Brown, B., LaPage, J., & Pyle, J. (1994). Gender composition and small-group learning in fourth-grade mathematics. *Elementary School Journal*, 94, 467-482.
- McCaslin, M., & Good, T. (1992). Compliant cognition: The misalliance of management and instructional goals in current school reform. *Educational Researcher*, 21, 417.
- Reprinted in: Clarizio, H., Mehrens, W., & Hapkiewicz, W. (Eds.). (1994). *Contemporary issues in educational psychology*. New York: McGraw-Hill.
- Brophy, J., & McCaslin, M. (1992). Teachers' reports of how they perceive and cope with problem students. *Elementary School Journal*, 93, 3-68.

McCaslin, M. (1991). Introduction: Special issue on international education. *Elementary School Journal*, 92, 3-4.

*McCaslin, M.M. (1989). Whole language: Theory, instruction, and future implementation. *Elementary School Journal Special Issue on Whole Language Instruction*, 90, 223-229.

*Rohrkemper, M., & Corno, L. (1988). Success and failure on classroom tasks: Adaptive learning and classroom teaching. *Elementary School Journal*, 88, 297-312.

*Rohrkemper, M. (1987). Invited review essay of *The Growth of Reflection in Children*, (S. Yussen, Ed.). *Professional School Psychology*, 2, 147-149.

Rohrkemper, M. (1986). The functions of inner speech in elementary school students' problem solving behavior. *American Educational Research Journal*, 23, 303-313.

Rohrkemper, M. (1985). Individual differences in students' perceptions of routine classroom events. *Journal of Educational Psychology*, 77, 29-44.

*Rohrkemper, M., & Bershon, B. (1984). Elementary school students' reports of the causes and effects of problem difficulty in mathematics. *Elementary School Journal*, 85, 127-147.

Rohrkemper, M. (1984). The influence of teacher socialization style on students' social cognition and reported interpersonal classroom behavior. *Elementary School Journal*, 85, 245-275.

Brophy, J., Rohrkemper, M., Raschid, H., & Goldberger, M. (1983). Relationships between teachers' presentations of classroom tasks and students' engagement in those tasks. *Journal of Educational Psychology*, 75, 544-552.

Reprinted in: Borg, W. H. (1987). *Applying educational research: A practical guide for teachers*. New York: Longman.

Brophy, J. and Rohrkemper, M. (1981). The influence of problem ownership on teachers' perceptions of and strategies for coping with problem students. *Journal of Educational Psychology*, 73, 295-311.

Journal Articles (Non-refereed journals; * indicates invited article.)

*McCaslin, M., & Good, T. (1998). Moving beyond management as compliance: Helping students to develop goal coordination strategies. *Educational Horizons*, 76, 169-176.

Reprinted in: *ANNUAL EDITIONS: Educational Psychology* (2000; 1999; 1998). Guilford, CT: Dusk/McGraw Hill.

Reprinted in: *STAND! Education*. (1999). Bellevue, Iowa: Coursewise publishing, Inc. (on- line collection of approximately 12 readings).

*Rohrkemper, M. (1986). Education and cooperation. Invited review essay of R. Slavin, et al (Eds.), Learning to cooperate, cooperating to learn. *The Review of Education*, 12, 19-22.

Chapters

McCaslin, M., & Vriesema, C.C. (2018). Co-Regulation: A Model for Classroom Research in a Vygotskian Perspective. Chapter in D. McInerny & G. Arief (Eds.). *Big Theories Revisited 2*, pages 319–352. Copyright © 2018 by Information Age Publishing.

McCaslin, M. (2016). Social policies and the motivational struggles of youth: Some closing comments. In S. L. Nichols (Ed.), (2016). *Educational Policies and Youth in the 21st Century: Problems, Potential, and Progress*. Charlotte, NC: Information Age Publishing Inc.

McCaslin, M. (2016). Commentary: The Co-regulation of cultural, social, and personal sources of influence on student emotional adaptation and achievement. In K. Wentzel & G. Ramani (Eds.), *Handbook of social influences in school contexts*, pp.329-346. New York, NY: Taylor & Francis.

McCaslin, M., Sotardi, V., & Vega, R. I. (2015). Self-regulation and self- monitoring in classroom management. In E. T. Emmer, & E. J. Sabornie (Eds.) *Handbook of classroom management: Research, practice, and contemporary issues*, 2nd ed. (pp. 322 -341). Taylor and Francis Group Publishers.

McCaslin, M., & Vriesema, C. C. (2015). Interpersonal attribution theory and classroom management. In W. G. Scarlett (Ed.), *Encyclopedia of classroom management*. Thousand Oaks: Sage.

McCaslin, M., & Vega, R. I. (2013). Peer co-regulation of learning, emotion, and coping in small-group learning. In S. Phillipson, K. Y. L. Ku, & S. N. Phillipson, (Eds.). *Constructing educational achievement: A sociocultural perspective* (pp. 118135). London/New York: Routledge.

McCaslin, M., Vega, R. I., Anderson, E. E., Calderon, C. N., & Labistre, A. M. (2011).

- Tabletalk: Navigating and negotiating in small-group learning. In D. M. McInerney, R. Walker, & G. A. Liem (Eds.), *Sociocultural theories of learning and motivation: Looking back, looking forward*. Research on sociocultural influences on motivation and learning (Vol. 10, pp. 191-222). Charlotte, NC: Information Age Publishing.
- McCaslin, M. & Lavigne, A. L. (2010). Social policy, educational opportunity, and classroom practice: A co-regulation approach to research on student motivation and achievement. In T. Urdan & S. Karabenick (Eds.), *The next decade of research in motivation and achievement*. Advances in motivation and achievement (Vol. 16, pp. 211-249). London: Emerald Group.
- Olson, A.M., & McCaslin, M. (2008). Students as social beings. In T. Good (Ed.), *21st Century Education: A Reference Handbook* (Vol. 2, pp. 87-96). Thousand Oaks, CA: Sage.
- McCaslin, M., Bozack, A. R., Napoleon, L., Thomas, A., Vasquez, V., Wayman, V., & Zhang, J. (2006). Self-regulated learning and classroom management: Theory, research, and considerations for classroom practice. In C. Evertson & C. Weinstein (Eds.), *Handbook of classroom management: Research, practice and contemporary issues* (pp.223-252). Mahwah, NJ: Lawrence Erlbaum Associates. Reviewer: J. C. Turner
- McCaslin, M. (2003). Co-regulation of opportunity, activity, and identity in student motivation: Elaborations on Vygotskian themes. In S. M. McInerney & S. Van Etten (Eds.), *Big theories revisited: Research on sociocultural influences on motivation and learning* (Vol.4, pp. 249-274). Greenwich, CT: Information Age Publishing.
- Burross, H. L., & McCaslin, M. (2002). Peer relations and learning. In J. Guthrie (Ed.), *Encyclopedia of Education, 2nd Ed.* New York: Macmillan Reference USA.
- Hickey, D., & McCaslin, M. (2001). A comparative, sociocultural analysis of context and motivation. In S. Volet & S. Jarvela (Eds.), *Motivation in learning contexts: Theoretical and methodological implications, A volume in the EARLI (European Association for Research on Learning and Instruction)/Pergamon Advances in learning and instruction series.* (pp. 33-56). Oxford: Pergamon.
- McCaslin, M., & Hickey, D. (2001). Self-regulated learning and academic achievement: A Vygotskian view. In B. Zimmerman & D. Schunk (Eds.), *Self-regulated learning and academic achievement: Theory, research, and practice, 2nd Ed.* (pp. 227-252). Mahwah, NJ: Lawrence Erlbaum Associates.
- McCaslin, M., & DiMarino-Linnen, E. (2000). Motivation and learning in school: Societal contexts, psychological constructs, and educational practices. In T. Good (Ed.), *Schooling in America: Yesterday, today, and tomorrow. 100th Yearbook of*

the National Society for the Study of Education (pp. 84-151). Chicago: University of Chicago Press.

McCaslin, M., & Infanti, H. (2000). Discipline. In A. E. Kazdin (Ed.), *Encyclopedia of Psychology*. Washington, DC: American Psychological Association.

McCaslin, M., & Good, T. (1996). The informal curriculum. In D. Berliner & R. Calfee (Eds.), *The handbook of educational psychology, First Ed.* (pp. 622-670). New York: American Psychological Association/Macmillan. Reviewer: P. Jackson.

McCaslin, M., & Good, T. (1993). Classroom management and motivated student learning. In T. Tomlinson (Ed.), *Hard work and higher expectations*, National Society for the Study of Education Contemporary educational issues series (pp. 245-261). San Francisco, CA: McCutchan.

Good, T., McCaslin, M., & Reys, B. (1992). Investigating work groups to promote problem solving in mathematics. In J. Brophy (Ed.), *Advances in teaching. Vol. 3, Planning and managing learning tasks and activities* (pp. 115-160). Greenwich, CT: JAI Press.

Good, T., Mulryan, C., & McCaslin, M. (1992). Grouping for instruction in mathematics: A call for programmatic research on small-group process. In D. Grouws (Ed.), *Handbook of research on mathematics teaching and learning* (pp. 165-196). New York: National Council of Teachers of Mathematics/Macmillan.

Good, T., & McCaslin, M. (1991). Research on classroom instruction and student learning. In M. Aiken (Ed.), *Encyclopedia of educational research, 6th Ed.* (Vol. 4, pp. 1373- 1388). New York: American Educational Research Association/Macmillan.

McCaslin, M. (1991). Motivated literacy (plenary address). In J. Zutell & S. McCormick (Eds.), *Literacy theory and research: Analyses from multiple perspectives, Thirty- ninth Yearbook of the National Reading Conference* (pp. 35-50). Chicago, IL: National Reading Conference.

McCaslin, M., & Murdock, T.B. (1991). The emergent interaction of home and school in the development of students' adaptive learning. In M. Maehr & P. Pintrich (Eds.), *Advances in motivation and achievement* (Vol. 7, pp. 213-259). Greenwich, CT: JAI Press.

Rohrkemper, M. McCaslin. (1989). Self-regulated learning and academic achievement: A Vygotskian view. In B. Zimmerman & D. Schunk (Eds.), *Self-regulated learning and academic achievement: Theory, research, and practice* (pp. 143-168). New York: Springer-Verlag.

Corno, L., & Rohrkemper, M. (1985). The intrinsic motivation to learn in classrooms. In C. Ames & R. Ames (Eds.), *Research on motivation in education: The classroom milieu* (pp. 53-90). Orlando, FL: Academic Press.

Rohrkemper, M. (1985). Motivational coursework in teacher education. In M. K. Alderman & M. Cohen (Eds.), *Motivation theory and practice for preservice teachers*. Washington, DC: American Association of Colleges for Teacher Education.

Rohrkemper, M., & Good, T. (1985). Reactive instruction. In T. Husen & N. Postlethwaite (Eds.), *International encyclopedia of education: Research and studies*. London: Pergamon Press.

Reprinted (1986). M. Dunkin (Ed.), *International Encyclopedia of teaching and teacher education*. London: Pergamon Press.

Rohrkemper, M., & Good, T. (1985). Proactive instruction. In T. Husen & N. Postlethwaite (Eds.), *International encyclopedia of education: Research and studies*. London: Pergamon Press.

Reprinted (1986). M. Dunkin (Ed.), *International encyclopedia of teaching and teacher education*. London: Pergamon Press.

Rohrkemper, M., & Brophy, J. (1983). Teachers' thinking about problem students. In J. Levine & M. Wang (Eds.), *Teacher and student perceptions: Implications for learning* (pp. 75-104). Morristown, NJ: Erlbaum.

Rohrkemper, M. (1982). Teacher self-assessment. In D.L. Duke (Ed.), *Helping teachers manage classrooms* (pp. 77-96). Alexandria, VA: Association for Supervision and Curriculum Development.

Books

McCaslin, M., & Good, T. (2000). *Listening in Classrooms*. New York: HarperCollins College Publishers. Chinese translation.

McCaslin, M., & Good, T. (1996). *Listening in Classrooms*. New York: HarperCollins.

Other

McCaslin, M. (2017). Making mistakes. The Voice, *Teachers College Record* Subsequently included among the “Best of the Year” selections.

McCaslin, M. (2014). Focus on researchers: Mary McCaslin. In D. McNerney & V.

McInerney, *Educational psychology: Constructing learning*, 6th ed. Australia: Pearson/Prentice Hall.

McCaslin, M., & Vriesema, C. C. (2013). Making mistakes: Emotional adaptation and classroom learning. Technical report. Tucson, AZ: Center for Research on Classrooms, Department of Educational Psychology, University of Arizona.

McCaslin, M (2012). Coping in classrooms. *Imagine Research*, pp.7-9. Tucson, AZ: College of Education, University of Arizona.

McCaslin, M. (2012). Individual differences within a sociocultural perspective. The Voice, *Teachers College Record* (an interview available on the internet associated with *Teachers College Record*).

McCaslin, M., with Burross, H. L., & Vriesema, C. C. (2012, October). Preservice Teachers' Beliefs about Students: Technical Report. Tucson, AZ: Center for Research on Classrooms, Department of Educational Psychology, University of Arizona.

McCaslin, M. (2010, reprint). Focus on researchers: Mary McCaslin. In D. McInerney & V. McInerney, *Educational psychology: Constructing learning*, 5th ed. Australia: Pearson/Prentice Hall.

McCaslin, M., & Good, T. (2010). School reform matters: Comprehensive School Reform (CSR) in Arizona. The Voice, *Teachers College Record* (an interview available on the internet associated with *Teachers College Record*).

Wiley, C.R.H., McCaslin, M., & Good, T. L. (2009). Improving teaching through the use of classroom observation data. Final report submitted to the William T. Grant Foundation.

McCaslin, M. (2006). Student identity and validation. In D. Garcia & R. Marx (Eds.), *Arizona education in the middle years*. Phoenix AZ: Arizona Policy Education Initiative. Funded by and presented to the Helios Foundation.

McCaslin, M. (2005). Focus on researchers: Mary McCaslin. In D. McInerney & V. McInerney, *Educational psychology: Constructing learning*, 4th ed., pp. 64-66. Australia: Pearson/Prentice Hall.

Good, T. L. & McCaslin, M. (2005). *Theoretical analysis and implementation: A study of Comprehensive School Reform Programs in Arizona 2000-2005. Vol. I: School Contexts and CSR leadership*. Tucson, AZ: University of Arizona. Final Report to the U.S. Department of Education.

McCaslin, M. & Good, T. L. (2005). *Theoretical analysis and implementation: A study of Comprehensive School Reform Programs in Arizona 2000-2005. Vol. II:*

Classroom practices and student motivational dynamics. Tucson, AZ: University of Arizona. Final Report to the U.S. Department of Education.

McCaslin, M., Burross, H. L., & Good, T. L. (2004). Tracking changes in student achievement for grades 3 to 5. In *Educational research: Practice and policy* (pp. 6-7, 12). Tucson, AZ: University of Arizona College of Education.

EDITORIAL ACTIVITIES

Encyclopedia

Good, T. L., & McCaslin, M. (Eds.), (2018-2020, in progress). *Educational Psychology*. In D. Fisher (Ed.), *Routledge Encyclopedia of Education (Online)*. Taylor & Francis: New York. (Educational Psychology section consists of approximately 50 articles, authors recruited, manuscripts reviewed, and acceptance decisions by Good and McCaslin).

Handbooks

McCaslin, M. (2011-2015). Advisory Board, for W. G. Scarlett (Ed.), *Encyclopedia of classroom management*. Thousand Oaks: Sage.

McCaslin, M. (2011-2015). Advisory Board, for L. Corno & E. Anderman (Eds.), *Third Handbook of Educational Psychology*. American Psychological Association, Division 15. New York, NY: Routledge.

McCaslin, M. (2006-2007). Advisory Board, for T. Good (Ed.), *21st Century Education: A Reference Handbook (Vol. 1, Vol. 2)*. Thousand Oaks, CA: Sage.

McCaslin, M. (2006). Section Editor, Recent and emergent perspectives on classroom management. In C. Evertson & C. Weinstein (Eds.), *Handbook of classroom management: Research, practice, and contemporary issues*. Mahwah, NJ: Lawrence Erlbaum Associates.

Guest Journal Editorships

McCaslin, M., & Good, T. L. (2008). *Teachers College Record, Special Issue: School Reform Matters*.

McCaslin, M. (2003). *Elementary School Journal, Special Issue: New Directions in Motivation Research: Implications for Practice*, 103, 4.

McCaslin, M. (1991). *Elementary School Journal, Special Issue: International Approaches In Elementary Education*, 92, 1.

Editorial Board Memberships

American Educational Research Journal, 1993-1995; 1996-1998.

Education 3-13, 2006-present.

Educational Psychologist, 1995-1997; 2000-2003; 2004-present.

Educational Researcher, 1996-1998.

Elementary School Journal, 1985-1996.

Journal of Experimental Education, 1988-1991; 1991-1994.

SELECTED PRESENTATIONS: INVITED

McCaslin, M. (2017, May). Coping in Classrooms: Cultural Learning Demands, Social Dynamics, and Personal Well-Being. Presentation as part of Jacobs Foundation “Education in times of increasing cultural and linguistic heterogeneity” conference. Marbach, Germany.

McCaslin, M. (2013, April). Discussant, *Out on a sociocultural limb: Empowering student learning through identity and culture*. Symposium at the Annual Meetings of the American Educational Research Association, San Francisco, CA.

McCaslin, M. (2012, April). Chair, Scribner Award Address: Richard Mayer. Award session held at the annual meetings of the American Educational Research Association, Vancouver, Canada.

McCaslin, M., & Vega, R. I. (2011, December). Co-regulation of emotion and adaptation in small-group learning. Invited address as part of *Deconstructing achievement: A Sociocultural Perspective Colloquium*. Hong Baptist University, Hong Kong. (Presentation made by co-author.)

McCaslin, M. (2010, September). Participant. *Adaptive learning opportunities design event*. EdLab, Teachers College/Columbia University, New York, NY.

McCaslin, M. (2010, April). Discussant. *Young people from diverse sociocultural contexts negotiating their identity and motivation for schooling*. Symposium at the Annual Meetings of the American Educational Research Association, Denver, CO.

McCaslin, M. (2009, August). Presenter. American Psychological Association Division 15 (Educational Psychology) *Thorndike Award for Lifetime Achievement* to Bernard Weiner. Award session at the annual meetings of the American Psychological Association, Toronto, ONT Canada.

- McCaslin, M. (2009, April). Co-Discussant (with Jere Brophy). *Looking and listening in classrooms: How students motivate teachers*. Symposium at the Annual Meetings of the American Educational Research Association, San Diego, CA.
- McCaslin, M. (2007, August). Discussant. *Assessing and developing noncognitive factors in education*. Symposium held at the annual meetings of the American Psychological Association, San Francisco, CA.
- McCaslin, M. (2007, August). *School reform matters*. Division 15 Invited symposium held at the annual meetings of the American Psychological Association. San Francisco, CA.
Order of participants: M. McCaslin, T. L. Good, C. R. H. Wiley, A.R. Bozack, A. L. Dolan, I. R. Florez, M. McCaslin, H. L. Burross, T. L. Good.
NOTE: This session was invited for publication in *Teachers College Record, Special Issue: School Reform Matters*. See journal articles, 2008.
- McCaslin, M., (2007, April). Discussant. *Reducing problem behaviors and enhancing achievement*. Session sponsored by the Classroom Management SIG, held at the annual meetings of the American Educational Research Association, Chicago, IL.
- McCaslin, M. (2006, April). Facilitator. *The emergence and development of theories of achievement motivation: A socio-historical perspective. A 25th anniversary panel of the Motivation in Education Special Interest Group*. Special session held at the annual meetings of the American Educational Research Association, San Francisco, CA.
- McCaslin, M. (2005, April). Discussant. *Student learning, test performance, and strategic cynicism: The motivational costs of high stakes testing*. "Featured Invited Session" held at the annual meetings of the American Educational Research Association, Montreal, Canada.
- McCaslin, M., (2004, April). Discussant. Contributions and challenges of multiple perspectives in research on classroom learning. *Design experimentation with multiple perspectives to enhance learning and engagement: The GenScope Assessment Project*. Structured poster session at the annual meetings of the American Educational Research Association, San Diego, CA.
- McCaslin, M., Bozack, A. R., Napoleon, L., Thomas, A., Vasquez, V., Wayman, V., & Zhang, J. (2004, April). Self-regulated learning and classroom management. In *Recent and emerging perspectives on classroom management: A preview of the handbook of classroom management*. Symposium at the annual meetings of the American Educational Research Association, San Diego, CA.
- McCaslin, M. (2003, August). Discussant. *The interpersonal contexts of teaching, motivation, and learning*. Symposium at the annual meetings of the American Psychological

Association, Toronto, ONT Canada. (Written presentation delivered by session chair.)

McCaslin, M. (2003, April). Discussant. *The dynamic interplay of students' emotions, motivation, and self-regulation*. Symposium at the annual meetings of the American Educational Research Association, Chicago, IL.

McCaslin, M. (2002, August). *Academic life and institutional considerations*. Invited discussion with the Graduate Student Symposium, sponsored by Division 15, Educational Psychology, at the annual meetings of the American Psychological Association, Chicago, IL.

McCaslin, M., & Hickey, D. (2002, April). *Self-regulation of thought, motivation, and behavior: A decade of progress*. Symposium at the annual meetings of the American Educational Research Association, New Orleans, LA. (Presentation made by co-author.)

McCaslin, M. (2002, March). Chair and Discussant, *Fellow Forum*, National Academy of Education Spring Retreat, University of Arizona, Tucson, AZ.

Hickey, D., & McCaslin M. (2001, April). Comparative views of context in engagement and learning. Invited as part of the *European Association for Research in Learning and Instruction*. Symposium held at the annual meetings of the American Educational Research Association, Seattle, WA.

McCaslin, M. (2001, April). Chair/Discussant. *Contributions of mixed-methodology to motivation theory and research*. Roundtable at the annual meetings of the American Educational Research Association, Seattle, WA.

McCaslin, M. (2000, October). Co-Chair and Discussant. *Fellows Forum*. National Academy of Education Annual Meeting, New York, NY.

McCaslin, M. (1998, June). Discipline at home and school in the United States: A review of the literature and considerations for educational practice. Invited address, *Trends of the 21st century: Educational reform* conference. Tamkang University, Taipei, Taiwan, Republic of China. (Available in conference proceedings, English and Chinese.)

McCaslin, M. (1996, April). Co-chair/critic. *Beyond behaviorism: Redefining classroom management within the context of social constructivist approaches to teaching and learning*. Symposium held at the annual meetings of the American Educational Research Association, New York, NY.

McCaslin, M. (1996, April). Chair/discussant. *Bumps along the road from "I" to "We": Problems and possibilities of embedding achievement motivation in a social-relational context*. Symposium held at the annual meetings of the American Educational Research Association, New York, NY.

- McCaslin, M. (1993, October). Constructive failure and adaptive learning. Invited address, Arizona Educational Research Organization, Tucson, Arizona.
- McCaslin, M. Discussant. (1992, April). Motivation, volition, and action: A developmental perspective. *Current issues in the study of volition* symposium held at the annual meetings of the American Educational Research Association, San Francisco, CA.
- McCaslin, M. (1991, July). *What can teachers learn from research into student perceptions of classroom life?* Presentation at the Western Australia Institute for Educational Research. Perth, Western Australia.
- McCaslin, M. (1991, June). *Student social cognition and self-regulation in small-group learning: Theoretical frameworks, empirical evidence, and reality checks.* Presentation (and continuing seminar) for Faculty of Education, Edith Cowan University.
- Good, T., & McCaslin, M. (1990, October). *Research on small-group learning.* Invitational meeting of The National Science Foundation. Washington, D.C.
- McCaslin, M., & Good, T. (1990, November). Motivational effects of classroom management. *Hard work and higher expectations: An invitational conference on student motivation.* U.S. Department of Education Office of Educational Research and Improvement. Arlington, VA.
- McCaslin, M. (1990, February). *Research on self-regulation.* Faculty seminar, Simon Fraser University, Burnaby, BC Canada.
- McCaslin, M. (1989, December). *Motivated literacy.* Plenary address, National Reading Conference, Austin, TX.
- Rohrkemper, M. McCaslin. (1989, April). *How research on student perceptions informs research on teaching.* Invited presentation for the Teacher and Student Cognition Special Interest Group at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Rohrkemper, M. (1988, December). *Case study analysis: Implications for classroom research.* Presentation for the Faculty Forum, Graduate School of Education, Rutgers University, New Brunswick, NJ.
- Rohrkemper, M. (1987). *Where's the will in the skill?: Motivational factors and reading.* Invited Point-Counterpoint session (with M. Pressley) held at the annual meetings of the National Reading Conference, St. Petersburg, FL.
- Rohrkemper, M. (Fall, 1987). *Student perceptions of classroom learning.* Invited address, Northeastern Educational Research Association, New York.

- Rohrkemper, M. (1987, March). *Coping in classrooms: Constructive failure and the development of adaptive learning*. Presentation for the Faculty Forum, Division of Teaching and Learning, University of Arizona, Tucson, AZ.
- Rohrkemper, M. (1987). Discussant. *Assessing the effectiveness of teacher education: A methodological synthesis of issues*. Symposium held at the annual meetings of the American Educational Research Association, Washington, D.C.
- Rohrkemper, M. (1987). Critic. *Methods for conducting research on teaching and teaching education*. Paper session held at the annual meetings of the American Educational Research Association, Washington, D.C.
- Rohrkemper, M. (1986). Discussant. *Theoretical and applied perspectives on motivation in the classroom: Behavioral, psychoanalytic, and cognitive-social psychological classroom management*. Symposium held at the annual meetings of the American Educational Research Association, San Francisco, CA.
- Rohrkemper, M. (1986, April). *Teacher-student relationships in the early grades*. Presentation as Visiting Scholar for the Conference on Teacher Education, James Madison University, Harrisonburg, VA.
- Rohrkemper, M. (1985). Discussant. *Classroom management research: Where do we go from here?* Symposium held at the annual meetings of the American Educational Research Association, Chicago, IL.
- Rohrkemper, M. (1985). Discussant. *Schoolwork*. Conference co-sponsored by the Far West Research Laboratory and the Research and Development Center of the University of Texas, Austin. San Francisco, CA.
- Rohrkemper, M. (1985). *Motivation and classroom learning: Teacher and student perceptions*. Keynote Address for Annual Conference for Kindergarten Teachers, sponsored by the Department of Education for the state of Virginia, Roanoke, VA.
- Rohrkemper, M. (1984). Critic. *Teacher variables related to student achievement*. Paper session held at the annual meetings of the American Educational Research Association, New Orleans, LA.
- Rohrkemper, M. (1984). Critic. *Teachers' views of teaching and students*. Paper Session held at the annual meetings of the American Educational Research Association, New Orleans, LA.
- Rohrkemper, M. (1984). *Research on learners' self-perception*. Presented as participant in The Visiting Scholar Program of the Division for the Study of Teaching, Syracuse University, Syracuse, NY.

- Rohrkemper, M. (1984, September). *Teacher effectiveness and college teaching*. Presentation for the Elizabethtown College Faculty Forum, Elizabethtown, PA.
- Rohrkemper, M. (1983). Discussant. *Teaching and learning in heterogeneous classrooms*. Symposium held at the annual meetings of the American Educational Research Association, Montreal, Quebec, Canada.
- Rohrkemper, M. (1983). Critic. *Teacher-student perceptions*. Paper Session held at the annual meetings of the American Educational Research Association, Montreal, Quebec, Canada.
- Rohrkemper, M. (1983). Critic. *Teachers' perceptions concerning student performance*. Paper Session held at the annual meetings of the American Educational Research Association, Montreal, Quebec, Canada.
- Rohrkemper, M., & Brophy, J. (1979). *Teachers' thinking about problem students*. Invited presentation at the Teacher and Student Perception Conference, sponsored by the Learning, Research, and Development Center, University of Pittsburgh, Pittsburgh, PA.

SELECTED PRESENTATIONS: REFEREED

- McCaslin, M. (2018, April). Co-Regulation: Theoretical foundations and practical utility of a model for classroom research. Paper presented as part of the *Big theories revisited 2* symposium at the annual meetings of the American Educational Research Association. New York, NY.
- McCaslin, M., Vriesema, C.C., & Vega, R. I. (2015, August). Co-regulation of elementary students' motivation and emotion in small group learning. Presentation as part of the *Variations in regulation of collaboration - focus on group's cognitive, motivational and socioemotional processes* symposium at the biennial meetings of The European Association of Learning and Instruction. Limosol, Cyprus.
- McCaslin, M. et al, (2012, April). Student co-regulation in small-group learning: Overview. Presentation as part of Student Co-regulation in small-group learning symposium poster session held at the annual meetings of the American Educational Research Association, Vancouver, Canada. Session included individual poster presentations by small-group project staff:
- Anderson, E. E. et al, Coping with anger and frustration in small group
 - Ballard, L., et al, Supportive talk among peers in small groups
 - Calderon, C. N., et al, An exploration of off-task behavior in small learning groups
 - Labistre, A., et al, Exploring the function of student imperative statements in small group interactions

Vega, R. I., et al, Behavioral indicators of learning and emotion regulation in small groups: Instrument development and diagnostic information

McCaslin, M. (2011, August). Recent developments in motivation. Paper presentation as part of the *Examining and strengthening the role of Educational Psychology in influencing education research, theory, and practice* symposium at the Annual Meetings of the American Psychological Association, Washington, DC.

McCaslin, M., Burggraf, S. A., & Olson, A. M. (2011, June). *The role of social/instructional context in elementary students' reported emotional adaptation*.

Presentation at the sixth SELF biennial international conference, Laval University, Quebec City, Canada.

Dolan, A. L., Good, T., & McCaslin, M. (2009, April). Stability of first-year teaching practices across time and social class. Paper presented as part of *Using classroom observation to examine the learning environment and its effect on student achievement* symposium at the Annual Meetings of the American Educational Research Association, San Diego, CA.

Wiley, C. R. H., McCaslin, M., & Good, T. (2009, April). How well do first-year teachers teach? An integrated perspective using two observational instruments. Paper presented as part of *Using classroom observation to examine the learning environment and its effect on student achievement* symposium at the Annual Meetings of the American Educational Research Association, San Diego, CA.

Dolan, A. L., McCaslin, M., & Good, T. L. (2008, August). *Teaching practices in early childhood education: Does socioeconomic status matter?* Paper presented at the annual meetings of the American Psychological Association, Boston, MA.

Wiley, C. R. H., McCaslin, M., & Good, T. L. (2008, August). *Teaching dimensions of first-year teachers*. Paper presented at the annual meetings of the American Psychological Association, Boston, MA.

Bozack, A. R., McCaslin, M., & Good, T. (2007, April). *Teaching practices and efficacy beliefs: Replication study of novice teachers in grades three through five*. Paper presented at the annual meetings of the American Educational Research Association, Chicago, IL.

Kosorok, J., Good, T., & McCaslin, M. (2007, April). *Teacher practices and school status: Does school status correlate with first –year teacher classroom performance?* Paper presented at the annual meetings of the American Educational Research Association, Chicago, IL.

- Lavigne, A., Good, T.L., McCaslin, M., Wiley, C.R.H., Bozack, A.R. (2007, April). *First-year teacher retention and classroom practices*. Paper presented at the annual meetings of the American Educational Research Association, Chicago, IL.
- Wiley, C.R.H., McCaslin, M., & Good, T. (2007, January). *First-year teachers' perceptions of teacher preparation programs*. Paper presented at the annual meeting of the Hawaii International Conference on Education, Honolulu, HI.
- McCaslin, M. (2006, April). How I am in my class: Co-regulation of opportunity, activity, and identity in student motivational regulation and achievement. Presentation as part of the *Socially constructed self-regulated learning: Where social and self meet in the strategic regulation of learning* symposium held at the annual meetings of the American Educational Research Association, San Francisco, CA.
- Bozack, A. R., McCaslin, M., & Good, T. (2006, April). *Student autonomy in the context of Comprehensive School Reform*. Paper presented at the annual meetings of the American Educational Research Association, San Francisco, CA.
- Bozack, A. R., McCaslin, M., & Good, T. (2006, April). *Teaching practices and efficacy beliefs: A study of first-year teachers in grades 3 through 5*. Paper presented at the annual meetings of the American Educational Research Association, San Francisco, CA.
- Wiley, C. R. H., Zhang, J., McCaslin, M., & Good, T. (2006, April). *What do Comprehensive School Reform classrooms look like?: Characteristics of math and reading instruction*. Paper presented at the annual meetings of the American Educational Research Association, San Francisco, CA.
- McCaslin, M. (2005, August). Motivation and emergent identity: A social-constructivist perspective. In *Motivation and identity processes in adolescence* symposium at the annual meetings of the American Psychological Association, Washington, D.C.
- Good, T., & McCaslin, M. (2004, April). Principal perceptions of whole school reform. In *Changing single schools and/or changing systems: The role of state departments of education in comprehensive school reform* symposium at the annual meetings of the American Educational Research Association, San Diego, CA.
- McCaslin, M. (2004, April). Co-regulation of opportunity, activity, and identity in student motivation: Elaborations on Vygotskian themes. In *Sociocultural influences on motivation and learning: Big theories revisited Part B* symposium at the annual meetings of the American Educational Research Association, San Diego, CA.

- McCaslin, M., & DiMarino-Linnen, E. (2000, April). *Motivation and schooling in modern America*. Paper presented at the annual meetings of the American Educational Research Association, New Orleans.
- McCaslin, M. (1991, April). Issues in case aggregation. In *The case as method: Conveying normative, theoretical, and methodological perspectives* symposium at the annual meetings of the American Educational Research Association, Chicago, IL.
- Good, T., McCaslin, M., & Reys, B. (April, 1991). Improving schools: The need for better curriculum tasks. In *Content learning, tasks, and activities symposium* at the annual meetings of the American Educational Research Association, Chicago, IL.
- Orenstein, I., Rohrkemper, M. McCaslin, & Burggraf, S. (1989). *Adapting to Junior High: Seventh graders' perceptions and coping strategies*. Paper presented at the annual meetings of the American Psychological Association, New Orleans, LA.
- Rohrkemper, M. McCaslin. (1989). *Social cognition, intrapersonal awareness, and the development of self-directive inner speech in elementary school students*. Paper presented at the annual meetings of the American Educational Research Association, San Francisco, CA.
- Rohrkemper, M. (1988). Participant. *Research on motivated classroom learning: Questions from a teacher educator*. Symposium and Panel Discussion presented at the annual meetings of the American Educational Research Association, New Orleans, LA.
- Rohrkemper, M. (1987). *Coping in classrooms: Student perceptions of and adaptation to the social and instructional demands of classroom learning*. Paper presented at the annual meetings of the American Educational Research Association, Washington, D.C.
- Bershon, B., & Rohrkemper, M. (1986). *Elementary students' perceptions and management of classroom resources*. Paper presented at the annual meetings of the American Educational Research Association, San Francisco, CA.
- Fetterman, N.S., & Rohrkemper, M. (1986). *Teachers' responses to student failure*. Paper presented at the annual meetings of the American Educational Research Association, San Francisco, CA.
- Rohrkemper, M. (1986). *Individual differences in students' perceptions of ability*. Paper presented at the annual meetings of the American Educational Research Association, San Francisco, CA.
- Rohrkemper, M. (1984). The functions of inner speech in elementary school students' problem solving strategies. Paper presented as part of the *Research on mediating*

cognitive processes in instruction symposium at the annual meeting of the American Educational Research Association, New Orleans, LA.

- Rohrkemper, M. (1984). Essential motivational knowledge for the preservice teacher: Process components of implementing strategies. In *Essential motivational knowledge for the preservice teacher* symposium at the annual meetings of the American Educational Research Association, New Orleans, LA.
- Rohrkemper, M. (1984). Participant. *Cognitive psychology and classroom instruction* panel discussion at the annual meetings of the Northeastern Educational Research Association, New York.
- Rohrkemper, M. (1983). *Classroom management: Teacher and student perceptions*. Paper presented at the annual meeting of the American Association of Colleges of Teacher Education, Detroit, MI.
- Rohrkemper, M., Slavin, R., & McCauley, K. (1983). Investigating students' perceptions of cognitive strategies as learning tools. In *Students' cognitive processes in learning from teaching* symposium at the annual meetings of the American Educational Research Association, Montreal, Quebec, Canada.
- Brophy, J., Kher, N., & Rohrkemper, M. (1983). *Teachers' strategies for handling hostile-aggressive students: Indicators of effectiveness*. Paper presented at the annual meetings of the American Educational Research Association, Montreal, Quebec, Canada.
- Kher, N., Brophy, J., & Rohrkemper, M. (1983). *Teachers' strategies for handling hostile-aggressive students: Normative data*. Paper presented at the annual meetings of the American Educational Research Association, Montreal, Quebec, Canada.
- Brophy, J., & Rohrkemper, M. (1982). Motivational factors in teachers' handling of problem students. In the *New Directions of Research on Teacher Motivation* symposium at the annual meetings of the American Educational Research Association, New York. NY.
- Rohrkemper, M. (1982). *Classroom perspectives: A comparison of teachers', students', and observers' perceptions of teacher behavior*. Paper presented at the annual meetings of the American Educational Research Association, New York, NY. ERIC No. ED 220451.
- Rohrkemper, M., & Brophy, J. (1981). *Teachers' perceptions of and strategies for coping with underachieving and low achieving students*. Paper presented at the annual meetings of the American Educational Research Association, Los Angeles, CA.
- Brophy, J., & Rohrkemper, M. (1981). *Teachers' perceptions of and strategies for coping with perfectionist and failure syndrome students*. Paper presented at the annual meetings of the American Educational Research Association, Los Angeles, CA.

- Rohrkemper, M. (1981). *How much does it bother you? Children's concerns in the classroom*. Paper presented at the annual meetings of the Michigan Educational Research Association, Dearborn, MI.
- Rohrkemper, M. (1981). *Classroom Perspectives Study: Issues in studying attribution with children*. Paper presented at the annual meetings of the Invisible College of Researchers on Teaching, University of California, Los Angeles, CA.
- Rohrkemper, M., & Brophy, J. (1980). *Teachers' general strategies for dealing with problem students*. Paper presented at the annual meetings of the American Educational Research Association, Boston, MA.
- Brophy, J., & Rohrkemper, M. (1980). *Teachers' specific strategies for dealing with hostile, aggressive students*. Paper presented at the annual meetings of the American Educational Research Association, Boston, MA.
- Rohrkemper, M., & Brophy, J. (1980). *The influence of problem ownership on teachers' perceptions of and strategies for coping with problem students*. Paper presented at the annual meetings of the American Educational Research Association, Boston, MA.
- Rohrkemper, M., & Brophy, J. (1980). *Teachers' attributions and strategies relating to students' achievement problems*. Paper presented at the annual meetings of the American Psychological Association, Montreal, Quebec, Canada.
- Rohrkemper, M., & Brophy, J. (1979). *Classroom Strategy Study: Investigating teacher strategies with problem students*. Paper presented at the annual meetings of the American Educational Research Association, San Francisco, CA.
- Rohrkemper, M., & Brophy, J. (1979). *Influence of teacher role definition on strategies for coping with problem students*. Paper presented at the annual meetings of the American Educational Research Association, San Francisco, CA. ERIC No. ED179522. (Apprenticeship [MA] Thesis)

SELECTED PROFESSIONAL ACTIVITIES

Professional Memberships

American Educational Research Association, Division C
American Psychological Association, Division 15 (Fellow)
National Society for the Study of Education (through 2008)

Professional Association Positions

American Educational Research Association:

- Chair, Sylvia Scribner Award Committee, Division C (2011-2012).
- Co-Chair, Sylvia Scribner Award Committee, Division C (2010-2011).
- Member, AERA Division C-6 Standing Review Board, 2007-2010.
- New Faculty Mentor, Division C, AERA 2008.
- Participant, Graduate Students' Lunch with a Motivation Researcher, Motivation SIG, 2008.
- Member, Outstanding Book Award Committee, 1993-1995.
- Program Co-Chair (with T. Good), Division K, Teaching and Teacher Education, for the 1993 meeting.
- Program Chair, Division K, Teaching and Teacher Education, for the 1989 annual meeting.
- Member, Palmer Johnson Research Award Committee, 1987-1989. The charge of the committee is to select the recipient(s) of the outstanding research article published in one of five educational research and statistics journals in a given year.
- Chair, Nominations Committee of Division K, Teaching and Teacher Education, 1986-1988. The charge of the committee is to nominate candidates for Vice President of Division K of AERA. Committee chairs also serve as members of the Division K Executive Board.
- Assistant Program Chair, Division C.7 for the annual meeting, 1985-1986.
 - Division C.7 includes papers, symposia, and invited addresses dealing with topics in developmental issues in learning and instruction.
- Member, Palmer Johnson Research Award Committee, 1984-1986.
- Membership and participation in "Motivation in Education" Special Interest Groups of AERA (SIG) 1981-present. Participation includes: SIG Chair, 1985- 1986; Newsletter Editor, 1983-1985; Pre-session Program Chair for the annual meeting of AERA, 1982 and facilitator for the 25th Anniversary Celebration session, 2006.

American Psychological Association, Division 15, Educational Psychology:

- Member, Dissertation Awards Committee (2020)
- Representative, APA Poverty Initiative (2019- 2021)
- Member, Flatten the Curve APA Policy Initiative (2020)
- Chair, Division 15 Fellows Committee (2009-2012).
- Mentor, Graduate Student Research Seminar, 2010, San Diego. Mentees: Dana Vedder-weiss, Weizman Institute of Science (Israel); Sungah Kim, Oklahoma State.
- Mentor, Graduate Student Research Seminar, 2009, Toronto. Mentees: David Morris, Emory; Michael Yough, Ohio State.
- Mentor, Graduate Student Seminar, 2007. Mentees: Yvonne De La Pena, UCLA; Maura Mulloy, Catholic University of America.
- Member, Publications Committee, 1994-1996.
- Assistant Program Chair for the annual meeting, 1986-87.
- Member, Committee on Graduate Students, 1984-1986. The charge of the faculty Member on the Graduate Student Committee is to advise both the

program sessions at the annual meeting that are designed for graduate students and the graduate student newsletter. Issues of concern include selecting an advisor, structuring dissertation committees, meeting students at other institutions, publication opportunities, and types of positions available for educational psychologists.

Advisory Panel Memberships

Member. (2019). Review Panel. National Research Mentoring Network (NRMN) collaborative U01 applications (NRMN is a major component of the NIH Diversity Program Consortium (DPC) that is funded by the NIH Common Fund Initiative). National Institute of General Medical Sciences National Institutes of Health.

Panelist. (2016). Ford Foundation Fellowship Program Education panel.

Member. (2012). *Research to understand and inform interventions that promote the research careers of students in biomedical and behavior sciences* review panel. National Institute of General medical Sciences, NIH.

Member. (2011). *Research to understand and inform interventions that promote the research careers of students in biomedical and behavioral sciences* review panel. National Institute of General Medical Sciences, NIH.

Reviewer. (2009). National Science Foundation: Development and Learning Sciences.

Consultant. (2006). *Education and Social Opportunity*, a new research initiative of the Spencer Foundation.

Consultant. (1999-2001). National Science Foundation REPP grant, *Motivation, assessment, and epistemological reconciliation in a technology-supported genetics environment*. D. Hickey, Principal investigator.

Member. (1991-1994). University Council for Educational Administration, Panel on Teaching and Learning, Processes Knowledge Base.

Member. (1985-1987). National Teacher Examinations Program Policy Council: Research and Development Committee (NTE of Educational Testing Service).

Other Field Reviewer Activities

External Examiner. (2005). The University of Sydney, NSW, Australia. Dissertation: *Enhancing student academic regulatory processes: A study of metacognitive knowledge monitoring, strategic enactment and achievement*, by L. Arnold. Director: Richard Walker. This dissertation received the 2007 Outstanding

Dissertation Award from Division 15 of the American Psychological Association. External Examiner. (1995). Edith Cowan University, Perth, Australia. Dissertation: *Attribution theory and classroom motivation*, by D. Kirkpatrick. Director: Len King. External Examiner. (1990). Simon Fraser University, Burnaby, B.C., Canada. Dissertation: *Attribution theory analysis of problem classroom behavior*, by G.F. Groenwold. Director: Ronald Marx.

Occasional reviewer over the years for various journals (e.g., *Educational Evaluation and Policy Analysis*; *Educational Psychology*; *Elementary School Journal*; *Journal of Educational Psychology*; *Journal of Research in Mathematics Education*; *Journal of Teacher Education*; *Learning and Individual Differences: A Journal of Psychology and Education*; *Personality and Social Psychology Review*; *Review of Educational Research*; *Self and Identity*; *Teachers College Record*; *Teaching and Teacher Education*), and organizations (e.g., AERA, APA Div.15) (frequency varies).

External referee, tenure and/or promotion decisions; various award endorsements (frequency varies by task/year).

TEACHING (University of Arizona; graduate level)

College Teaching (Weekly seminar that includes observation and supervision of EDP Teaching Assistants engaged in undergraduate instruction.)

Emotion, Regulation, and Adaptation

The Informal Curriculum

Learning Theory/Advanced Learning Theory

Motivation and Development/Advanced Motivation

Theories of Self- and Socially-Regulated Learning

Verbal Report as Data

STUDENT RESEARCH SUPERVISION (Directorship of student degree-related research only; does not include committee memberships or non-degree related student research supervision.)

Director, Doctoral Dissertations:

University of Arizona

Clough, L. (2022). Holding Space: A case study of an alternative high school's Gender and Sexuality Alliance.

Pierce, L. E. (2020). What happened? Co-regulation in youth sport.

Scherr, J. Z. (2020). College students on their stress and coping: Complexities and dynamics.

- Li, X. (2019). An exploration of Generation Z social media use from an emotion perspective.
- Vriesema, C. C. (2017). How perceived school context shapes teacher beliefs, motivation, and turnover intentions.
- Hojnacki, Z. (2016). Mindfulness and anxiety as predictors of swimming performance under pressure.
- Defrain, E. (2016). Analysis of differences in non-instructional factors affecting teacher-course evaluations over time and across disciplines.
- Heshmati, S. (2015). Actions speak louder than words: How should attributional feedback be communicated to students in classrooms for the most achievement gain in mathematics?
- Vega, R. I. (2014). The role of student coping in the socially shared regulation of learning in small groups.
- Freiberg, E. (2014). The relationship between academic performance and elementary student and teacher attitudes toward departmentalizing.
- Sotardi, V. (2013). On everyday stress and coping strategies among elementary school children.
- Frietas, H. E. (2012). Leveling the playing field: A multi-method approach to examine the student achievement gap among high poverty middle schools in Southern Arizona
- Wiley, C. R. H. (2011). Grading grades: What matters?
- Mellor, J. K. (2011). Academic Entitlement and Incivility: Differences in Perception.
- Lavigne, A. L. (2010). Beginning teachers who stay: How beliefs buffer the challenges of the first years of teaching.
- Florez, I. R. (2009) The Effects of instructional method on preservice teachers' learning, cognitive processes, and decision-making skills. (Supported in part by a Marshall Foundation Scholarship.)
- Bozack, A. R. (2008). Growing new teachers: The relationship among professional development, efficacy beliefs, and classroom practices.
- Chung, H. F. (2008). Resiliency and character strengths among college students.
- Lopez, F. A. (2008). Educational policy and scholastic competence among English Language Learners.

- Kientzler, A. (2004). Maximizing potential through physical wellness: An empirical study with high school freshman students. (Supported in part by a Marshall Foundation Dissertation Scholarship).
- Foss, S. (2002). Achievement motivation of immigrant students: The case of children of Russian immigrants in Israel; Cultural and social variables.
- Hartman, S. (2002). Postsecondary learning strategy instruction and student outcomes.
- Burross, H. L. (2001). Student perceptions of the transition to junior high.
- Hunn, V. (2001). A comparison of honors and non-honors students in the disciplinary process.
- Al Gharibah, A. (1998). The influence of anxiety on students' academic performance during test taking at Kuwait University.
- Thompson, E. K. (1998). The effects of parental military deployment on children's adjustment at school.
- Almegta, N. R. (1996). Relationships among self-efficacy, causal attribution, and emotion in female college students' academic self-evaluation.
- Bryn Mawr College
- Segal-Andrews, A.M. (1991). Intrapersonal functioning and interpersonal context: A proposed model of interaction from a Vygotskian perspective.
- DiMarino-Linnen, E. (1990). Identity development from a dialectical perspective: Towards a richer understanding of the identity formation process.
- Fetterman, N.S. (1990). The meaning of success and failure: A look at the social instructional environments of four elementary school classrooms.
- Fields, R.D. (1990). Classroom tasks, children's control perceptions, and their relation to inner speech.
- Glazier-Robinson, B. (1990). Effects of a mediated learning parent training program on low SES pre-school children.
- King, E.S. (1988). Deciding to quit: A comparative investigation of smokers' decision making.
- O'Malley, S.J. (1988). Adolescent decision making processes: A descriptive study.

Balamore, U. (1987). Moral decision making in adolescence: A process-oriented investigation.

D'Amico, A.J. (1986). Individual differences in adolescents' classroom behavior and reported problem-solving inner speech.

Director, Master Theses:

University of Arizona

Liang, C. (2017). The Influence of school organizational health and teacher efficacy on Chinese middle school beginning teachers' professional identity.

Pierce, L. (2016). Predicting performance through athlete behavior.

Nazhaer, A. (2014). The strength of basic human motives in Uyghur, Han Chinese and American children's stories.

Labistre, A. (2014). An exploration of student self-concept in the wake of No Child Left Behind.

Ego, A. M. (2013). Student-athletes and academic peer mentors: A case analysis of expert/novice relationships in intercollegiate athletics.

Giebink, E. A. (2013). Students' interpretations of academic boredom.

Heshmati, S. (2011). Expectations and attributions through reinforcement schedules.

Levinson, J. (2010). Motivation and undergraduate course selection.

Claessens, L. (2008). Motivation to become a teacher: A comparison between the Netherlands and the U.S.

Vega, R. I. (2008). Do they want to belong? Sense of belonging in the college classroom and its affect on students' achievement goals.

Dolan, A. L. (2007). Teaching practices in early childhood education: Does socioeconomic status matter?

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