

Anita Woolfolk Hoy

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ACADEMIC DEGREES

- Ph.D. 1972, The University of Texas at Austin
Educational Psychology
Honors: Phi Kappa Phi; NDEA Title IV Fellow and University Fellow
- B.A. 1969, The University of Texas at Austin
Psychology (Minor: Chemistry)
Honors: Magna Cum Laude; Special Honors in Psychology

PRESENT POSITION

- 10/94 - Present Professor; School of Educational Policy and Leadership; College of Education, The Ohio State University, Columbus, Ohio, 43210.

PREVIOUS POSITIONS

- 7/86 - 9/94 Professor; Department of Educational Psychology, Graduate School of Education, Rutgers-The State University, New Brunswick, NJ; Joint appointment with the Graduate School of Applied and Professional Psychology and full member of the Graduate Faculty (Psychology).
- 7/90 - 7/93 Chair; Department of Educational Psychology, Rutgers-The State University, New Brunswick, NJ
- 7/78 - 6/86 Associate Professor, Rutgers-The State University, New Brunswick, NJ (Department of Educational Psychology, Graduate School of Education, 1/81-7/86; Department of Education, Douglass College, 7/78-12/80); Joint appointment with GSAPP and full member of the Graduate Faculty (Psychology).
- 7/73 - 6/78 Assistant Professor, Department of Education, Douglass College, Rutgers-The State University, New Brunswick, NJ; Joint appointment with GSAPP and associate member of the Graduate Faculty (Psychology).
- 8/72 - 6/73 Education Service Center, Region XIII, Austin, Texas; Educational Psychologist-Regional Consultant.
- 9/71 - 8/72 The University of Texas at Austin: University Fellow, intern in school psychology, and director of research, U.S. Office of Education grant No. OEC-6-72-0732-(509).

CERTIFICATIONS

School Psychologist: New Jersey

Psychologist: New Jersey; Texas

BOOKS

- Woolfolk Hoy, A. E., & Perry, N. (in preparation). *Child development for teachers and learners*. Columbus, OH: Pearson/Allyn & Bacon.
- Woolfolk, A. (in press). *Educational psychology (11th ed.)*. Columbus, OH: Pearson/Allyn & Bacon.
- Woolfolk Hoy, A., & Hoy, W. K. (2009). *Instructional leadership: A research-based guide to learning in schools (3rd ed.)*. Boston: Allyn & Bacon/Longman.
- Woolfolk Hoy, A., M., Hughes, M., Walkup, V. (2009). *Psychology in the schools*. London: Pearson/Longman.
- Woolfolk, A. (2008). *Educational psychology. Active learning edition (2nd ed.)*. Boston, MA: Allyn & Bacon.
- Woolfolk, A. (2007). *Educational psychology (10th ed.)*. Boston, MA: Allyn & Bacon.
- Woolfolk, A. (2007). *Pädagogische psychologie: German translation (10th ed.)*. München, Germany: Pearson Studium.
- Woolfolk, A. (2007). *Educational psychology: Asian adaptation (10th ed.)*. People's Republic of China: China Light Industry Press.
- Woolfolk, A. (2007). *Educational psychology: Korean translation (10th ed.)*. Seoul: Pearson Education Korea.
- Woolfolk, A., & Margetts, K. (2007). *Educational Psychology: Australian adaptation*. Sydney: Pearson Education Australia.
- Woolfolk, A., Winne, P. H., & Perry, N. E. (2006). *Educational psychology: Canadian edition (3rd ed.)*. Scarborough, Ontario: Allyn & Bacon, Canada.
- Woolfolk Hoy, A., & Hoy, W. K. (2006). *Instructional leadership: A research-based guide to learning in schools (2nd ed.)*. Boston: Allyn & Bacon/Longman.
- Woolfolk, A. (2005). *Educational psychology. Active learning edition*. Boston, MA: Allyn & Bacon.
- Woolfolk, A. (2004). *Educational psychology*. Boston, MA: Allyn & Bacon. **Norwegian translation.**
- Woolfolk, A. (2004). *Educational psychology*. Boston, MA: Allyn & Bacon. **Croatian translation.**
- Woolfolk, A. (2004, 2007). *Educational psychology*. Boston, MA: Allyn & Bacon. **Chinese translations.**
- Woolfolk, A. (2004). *Educational psychology*. Boston, MA: Allyn & Bacon. **Korean translation.**
- Woolfolk, A. (2004). *Educational psychology (9th ed.)*. Boston, MA: Allyn & Bacon.
- Woolfolk, A., Winne, P. H., & Perry, N. E. (2003). *Educational psychology: Canadian edition (2nd ed.)*. Scarborough, Ontario: Allyn & Bacon, Canada.
- Woolfolk Hoy, A., & Hoy, W. K. (2003). *Instructional leadership: A learning-centered guide*. Boston: Allyn & Bacon/Longman.
- Woolfolk, A. (2001). *Educational psychology (8th ed.)*. Boston, MA: Allyn & Bacon.
- Woolfolk, A. (2000). *Psicologia da Educação (7a edição)*. Sao Paulo, Brasil: Edirora Artes Médicas Sul.

- Woolfolk, A., Winne, P. H., & Perry, N. E. (2000). *Educational psychology: Canadian edition*. Scarborough, Ontario: Allyn & Bacon, Canada.
- Woolfolk, A. (1998). *Educational psychology* (7th ed.). Boston, MA: Allyn & Bacon.
- Woolfolk, A. (Ed.) (1998). *Readings in educational psychology* (2nd ed.). Boston, MA: Allyn & Bacon.
- Woolfolk, A. (1996). *Psicología educativa* (sexta edición). Mexico: Prentice-Hall Hispanoamericana, S.A.
- Woolfolk, A. (1995). *Educational psychology* (6th ed.). Boston, MA: Allyn & Bacon.
- Woolfolk, A. (Ed.) (1993). *Readings and cases in educational psychology*. Boston, MA: Allyn & Bacon.
- Woolfolk, A. (1993). *Educational psychology* (5th ed.). Boston, MA: Allyn & Bacon.
- Woolfolk, A. (1990). *Educational psychology* (4th ed.). Englewood Cliffs, NJ: Prentice-Hall.
- Woolfolk, A. E. (1990). *Psicología educativa* (tercera ed.). Mexico: Prentice-Hall Hispanoamericana, S.A.
- Woolfolk, A. E. (Ed.) (1989). *Research perspectives on the graduate preparation of teachers*. Englewood Cliffs, NJ: Prentice-Hall.
- Woolfolk, A. (1987). *Educational psychology* (3rd ed.). Englewood Cliffs, NJ: Prentice-Hall.
- Woolfolk, A. E., & Nicolich, L. (1984). *Educational psychology* (2nd ed.). Englewood Cliffs: Prentice-Hall.
- Woolfolk, A., McCune, L. (1983). *Psicología de la educación para profesores*, Madrid, Spain: Narcea, S.A. de Decisiones.
- Woolfolk, A. E., & Nicolich, L. (1980). *Educational psychology for teachers*. Englewood Cliffs: Prentice-Hall.

BOOK CHAPTERS

- Woolfolk Hoy, A., Hoy, W. K., & Davis, H. (in press). Teachers' self-efficacy beliefs. To appear in K. Wentzel, & A. Wigfield (Eds.). *Handbook of motivation in school*. Mahwah, NJ: Lawrence Erlbaum.
- Woolfolk Hoy, A. (2008). Stories of teaching: Four lessons. In T. Urdan & F. Pajares (Eds.), *Adolescence and education: Volume VI. The ones we remember: Scholars reflect on teachers who made a difference* (pp. 171-176). Information Age Publishing. Greenwich, CT.
- Woolfolk Hoy, A., Davis, H., & Pape, S. (2006). Teachers' knowledge, beliefs, and thinking. In P. A. Alexander & P. H. Winne (Eds.), *Handbook of educational psychology* (2nd ed., pp. 715-737.). Mahwah, NJ: Lawrence Erlbaum.
- Woolfolk Hoy, A., & Weinstein, C. S. (2006). Students' and teachers' perspectives on classroom management. In C. Evertson & C. S. Weinstein (Eds.), *Handbook for classroom management: Research, practice, and contemporary issue* (pp. 181-220). Mahwah, NJ: Lawrence Erlbaum.
- Hoy, W. K., Tarter, C. J., & Woolfolk Hoy, A. (2006) Academic optimism of schools: A second-order confirmatory factor analysis. In Wayne K. Hoy & Cecil Miskel (Eds.) *Contemporary Issues in Educational Policy and School Outcomes*. Greenwich, CN: Infoage.

- Woolfolk Hoy, A., & Davis, H. (2006). Teachers' sense of efficacy and adolescent achievement. In T. Urdan & F. Pajares (Eds.), *Adolescence and education: Volume V: Self-efficacy beliefs during adolescence* (pp. 117-137). Information Age Publishing. Greenwich, CT. <http://www.des.emory.edu/mfp/AdoEd5.html>
- Woolfolk Hoy, A., Demerath, P., & Pape, S. (2002). Teaching adolescents: Engaging developing selves. In T. Urdan & F. Pajares (Eds.), *Adolescence and education* (pp. 119-169). Volume I. Information Age Publishing. In Greenwich, CT.
- Gaskill, P. J., & Woolfolk Hoy, A. (2002). Self-Efficacy and self-regulated learning: The dynamic duo in school performance. In J. Aronson & D. Cordova (Eds.), *Improving education: Classic and contemporary lessons from psychology* (pp. 183-206). New York: Academic Press.
- Woolfolk Hoy, A., & Murphy, P. K. (2001). Teaching educational psychology to the implicit mind. In R. Sternberg & B. Torff (Eds.) *Understanding and teaching the implicit mind* (pp. 145-185). Mahwah, NJ: Lawrence Erlbaum.
- Woolfolk Hoy, A. (2000). College teaching and learning. In A. Kazdin (Ed.) *Encyclopedia of Psychology* (Vol. 3, pp. 179-181). Washington, DC: American Psychological Association.
- Woolfolk Hoy, A., & Tschannen-Moran, M. (1999). Implications of cognitive approaches to peer learning for teacher education. In A. O'Donnell & A. King (Eds.), *Cognitive perspectives on peer learning* (pp. 257-284). Mahwah, NJ: Lawrence Erlbaum.
- Woolfolk Hoy, A. (1999). Psychology applied to education. In A. Stec & D. Bernstein (Eds.) *Psychology: Fields of application* (pp. 61-81). Boston, MA: Houghton Mifflin.
- Woolfolk, A. E. (1989). Graduate preparation of teachers: The debate and beyond. In A. Woolfolk, (Ed.). *Research perspectives on the graduate preparation of teachers* (pp. 1-10). Englewood Cliffs, NJ: Prentice-Hall.
- Hoy, W. K., Woolfolk, A. (1989). Supervising student teachers. In A. Woolfolk (Ed.). *Research perspectives on the graduate preparation of teachers* (pp. 108-131). Englewood Cliffs, NJ: Prentice-Hall.

JOURNAL ARTICLES

- Woolfolk Hoy, A. (in press). What motivates teachers? Important work on a complex question. *Learning and Instruction*.
- Woolfolk Hoy, A. Hoy, W. K., & Kurz, N. M. (2008). Teacher's academic optimism: The development and test of a new construct. *Teaching and Teacher Education, 24*, 821-835.
- Knoblauch, D., & Woolfolk Hoy, A. (2008). "Maybe I can teach *those* kids." The influence of contextual factors on student teachers' sense of efficacy. *Teaching and Teacher Education, 24*, 166-179.
- Tschannen-Moran, M., & Woolfolk Hoy, A. (2007). The differential antecedents of self-efficacy beliefs of novice and experienced teachers. *Teaching and Teacher Education, 23*, 944-956.
- Hoy, W. K., Tarter, C. J., & Woolfolk Hoy, A. (2006). Academic optimism of schools: A force for student achievement. *American Educational Research Journal, 43*, 425-446.
- Long, J. F., & Woolfolk Hoy, A. (2006) Interested instructors: A composite portrait of individual differences and effectiveness. *Teaching and Teacher Education, 22*, 303-314.

- Capa, Y., & Woolfolk Hoy, A. (2005). What predicts student teacher self-efficacy? *Academic Exchange Quarterly*, 10(4).
- Woolfolk Hoy, A., & Burke-Spero, R. (2005). Changes in teacher efficacy during the early years of teaching: A Comparison of four measures. *Teaching and Teacher Education*, 21, 343-356.
- Goddard, R. D., Hoy, W. K., & Woolfolk Hoy, A. (2004). Collective efficacy: Theoretical developments, empirical evidence, and future directions. *Educational Researcher*, 33(3), 3-13.
- Woolfolk Hoy, A. (2004). The educational psychology of teacher efficacy. *Educational Psychology Review*, 16, 153-176.
- Woolfolk Hoy, A. (2004). Self-efficacy in college teaching. *Essays on Teaching Excellence: Toward the Best in the Academy*, 15, 8-11. Fort Collins, CO: The POD Network.
- Milner, H. R., & Woolfolk Hoy, A. (2003). A case study of an African American teacher's self-efficacy, stereotype threat, and persistence. *Teaching and Teacher Education*, 19, 263-276.
- Woolfolk Hoy, A., & Gaskill, P. J. (2003, February). Essay review of B. Zimmerman & D. Schunk (Eds.), *Self-regulated learning and academic achievement*. *Contemporary Psychology*, 48, 16-18.
- Pape, S. J., & Woolfolk Hoy, A. (2002). Whilst congruence: Teacher epistemological world views in the context of modern schooling. *Issues in Education: Contributions from Educational Psychology*, 8(2), 195-206.
- Woolfolk Hoy, A. (2001). Leading for learning: An educational psychologist's perspective. *UCEA: The Review*, 43 (3), 1-4.
- Woolfolk Hoy, A., & Knobloch, N. A. (2001). Lessons from the classroom and research on learning: Fostering communities of learners. *Agricultural Education*, 74(3), 14-15.
- Tschannen-Moran, M., & Woolfolk Hoy, A. (2001). Teacher efficacy: Capturing and elusive construct. *Teaching and Teacher Education*, 17, 783-805.
- Tschannen-Moran, M. & Woolfolk Hoy, A. (2000). Collaborative learning: A memorable model. *The Teacher Educator*, 36(2), 148-165.
- Goddard, R. D., Hoy, W. K., & Woolfolk Hoy, A. (2000). Collective teacher efficacy: Its meaning, measure, and effect on student achievement. *American Education Research Journal*, 37, 479-507.
- Woolfolk Hoy, A. (2000). Educational psychology and teacher education. *Educational Psychologist*, 35, 257-270.
- Tschannen-Moran, M., Uline, C., Woolfolk Hoy, A., & Mackley, T. Creating smarter schools through collaboration. (2000). *Journal of Educational Administration*, 38, 247-271.
- Woolfolk Hoy, A. (1999). At the altar of authenticity: Reason and reality in education. *Contemporary Psychology*. 44(5), 330-336.
- Woolfolk Hoy, A. (1998). Complexity and coherence: An essay review of the *Handbook of educational psychology*. *Teachers College Record*, 100, 437-452.
- Tschannen-Moran, M., Woolfolk Hoy, A., & Hoy, W. K. (1998). Teacher efficacy: Its meaning and measure. *Review of Educational Research*, 68, 202-248.

- Woolfolk Hoy, A. (1996). Teaching educational psychology: Texts in context. *Educational Psychologist, 31*, 41-49
- Lynott, D., Woolfolk, A. E. (1994). Teachers' educational goals and their implicit theories of intelligence. *Journal of Research and Development in Education, 27*, 253-264.
- Weinstein, C. S., Woolfolk, A. E., Dittmeier, L., & Shanker, U. (1994). Protector or prison guard? Using metaphors and media to explore student teachers' thinking about classroom management. *Action in Teacher Education, 26*, 41-54.
- Hoy, W. K., & Woolfolk, A. E. (1993). Teachers' sense of efficacy and the organizational health of schools. *Elementary School Journal, 93*, 335-372.
- Woolfolk, A. E., Rosoff, B., & Hoy, W. K. (1990). Teachers' sense of efficacy and their beliefs about managing students. *Teaching and Teacher Education, 6*, 137-148.
- Hoy, W. K., & Woolfolk, A. E. (1990). Organizational socialization of student teachers. *American Educational Research Journal, 27*, 279-300.
- Woolfolk, A. E., & Hoy, W. K. (1990). Prospective teachers' sense of efficacy and beliefs about control. *Journal of Educational Psychology, 82*, 81-91.
- Brooks, D., & Woolfolk, A. E. (1987). Students' effects on their teachers: The role of nonverbal behavior. *Elementary School Journal, 88*, 51-64.
- Woolfolk, A. E., & Woolfolk R. L. (1986). Time management: n experimental investigation. *Journal of School Psychology, 24*, 267-276.
- Woolfolk, A. E., & Brooks, D. M. (1985). The influence of teachers' nonverbal behaviors on students' perceptions and performance. *Elementary School Journal, 85*, 513-528.
- Woolfolk, A. E., & Galloway, C. (1985). Nonverbal communication and the study of teaching. *Theory Into Practice, 24*, 77-84.
- Woolfolk, A. E., (1985). Research perspectives on classroom communication. *Theory Into Practice, 24*, 3-7.
- Woolfolk, A. E., & Brooks, D. (1983). Nonverbal communication in teaching. *Review of Research in Education, 10*, 103-150.
- Woolfolk, A. E. (1982). The schools and individual excellence. *Journal for the Education of the Gifted, 6*, 30-49.
- Weinstein, C., & Woolfolk, A. E. (1981). The classroom setting as a nonverbal source of expectations about teachers. *Journal of Environmental Psychology, 1*, 117-129.
- Weinstein, C., & Woolfolk, A. E. (1981). Classroom design and impression formation: A new area for research. *Contemporary Educational Psychology, 6*, 382-386.
- Woolfolk, A. E. (1981). The eye of the beholder: Methodological considerations when observers assess nonverbal communication. *Journal of Nonverbal Behavior, 5*, 199-204.
- Woolfolk, R. L., & Woolfolk, A. E. (1979). Modifying the effect of the behavior modification label. *Behavior Therapy, 4*, 575-578.

- Woolfolk, A. E., Abrams, L. M., Abrams, D. B., & Wilson, G. T. (1979). Effects of alcohol on the nonverbal communication of anxiety: The impact of beliefs on nonverbal behavior. *Environmental Psychology and Nonverbal behavior*, 3, 205-218.
- Woolfolk, A. E. (1979). Self-disclosure in the classroom: An experimental study. *Contemporary Educational Psychology*, 4, 132-139.
- Woolfolk, A. E. (1978). Student learning and performance under varying conditions of teacher evaluation. *Journal of Educational Psychology*, 70, 100-107.
- Woolfolk, A. E. (1977). Differential teacher nonverbal behaviors directed toward various subgroups of students. *Canadian Speech Communication Journal*, 9, 1-13.
- Woolfolk, A. E., Garlinsky, K. S., & Nicolich, M. (1977). The impact of teacher behavior, teacher sex, and student sex upon student self-disclosure. *Contemporary Educational Psychology*, 2, 124-132.
- Woolfolk, R. L., Woolfolk, A. E., & Garlinsky, K. S. (1977). Nonverbal behavior of teachers: Some empirical findings. *Environmental Psychology and Nonverbal behavior*, 2, 45-61.
- Woolfolk, A. E., Woolfolk, R. L., & Wilson, G. T. (1977). A rose by any other name: Labeling bias and attitudes toward behavior modification. *Journal of Consulting and Clinical Psychology*, 45, 184-191.
- Woolfolk, A. E., & Woolfolk, R. L. (1975). The effects of teacher verbal and nonverbal behavior upon student willingness to self-disclose. *Journal of Experimental Education*, 44, 36-40.
- Woolfolk, R. L., & Woolfolk, A. E. (1974). Teacher nonverbal behavior: A rejoinder. *American Educational Research Journal*, 11, 307-309.
- Woolfolk, R. L. & Woolfolk, A. E. (1974). Effects of teacher verbal and nonverbal behavior on student perceptions and attitudes. *American Educational Research Journal*, 11, 297-303.
- Woolfolk, A. E., & Woolfolk, R. L. (1974). A contingency management technique for increasing student attention in a small group setting. *Journal of School Psychology*, 12, 204-212.
- Abstracted in H. Millman, C. Schaefer, & J. Cohen (Eds.) (1980). *Therapies for school behavior problems*. Washington: Jossey-Bass.
- Snapp, M., Rogers, L., & Woolfolk, A. (1973). A linguistically-oriented multisensory reading program. *The Reading Teacher*, 26, 877.

PAPERS PRESENTED AT PROFESSIONAL MEETINGS

- Sakiz, G., Pape, S., & Woolfolk Hoy, A. (2008, March). *Does teacher affective support matter? The role of affective support in middle school mathematics classrooms*. Paper presented at the annual meeting of the American Educational Research Association. New York, NY.
- Woolfolk Hoy, A (2008, March). *Crossing the Research-Practice Divide: Breaking Barriers, Building Bridges*. Paper presented at the annual meeting of the American Educational Research Association (Chair/discussant). New York, NY.
- Sakiz, G., Pape, S., & Woolfolk Hoy, A. (2007, August). *Teacher affective support and its impact on early adolescents*. Paper presented at the American Psychological Association, San Francisco, CA.

- Kurz, N., Woolfolk Hoy, A., & Hoy, W. K. (2007, April). *Predictors of academic optimism: Teachers' instructional beliefs and professional commitment*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- Hoy, W. K., Tarter, C. J., & Woolfolk Hoy, A. (2006, April). *Academic optimism of schools: Establishing a new concept*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Woolfolk Hoy, A. (2004, July). *No Child Left Behind from the perspective of teachers*. Paper presented at the annual meeting of the American Psychological Association, Honolulu, HA.
- Woolfolk Hoy, A. (2004, April). *Self-efficacy in teacher education*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.
- Woolfolk Hoy, A. (2002, October 19). *Instructional leadership*. Invited full-day seminar: College of William and Mary. Williamsburg, VA.
- Tschannen-Moran, M., & Woolfolk Hoy, A. (2002, April). *The influence of resources and support on teachers' efficacy beliefs*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- Milner, H. R., & Woolfolk Hoy, A. (2002, April). *Respect, social support, and teacher efficacy: A case study*. Paper to be presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- Woolfolk Hoy, A., Murphy, P. K., Gaskill, P., and Burke-Spero, R. (2001, April). *Teaching educational psychology to the intuitive mind*. Paper presented at the American Educational Research Association, Seattle, WA.
- Woolfolk Hoy, A., & Burke-Spero, R. (2000, April). *Changes in efficacy during the early years of teaching*. Paper presented at the American Educational Research Association, New Orleans, LA.
- Woolfolk Hoy, A. (2000). *Using the "Teachers' Casebook" to compare solutions to problems*. Paper presented at the American Educational Research Association, New Orleans, LA.
- Demerath, P., Woods, B., & Woolfolk Hoy, A. (2000, April). *A rose by any other name: A cross-domain explication of the metaphor "teaching as persuasion."* Paper presented at the American Educational Research Association, New Orleans, LA.
- Woolfolk Hoy, A. E. (1999, August). *Presidential conversation hour*. National Graduate Student Seminar in Educational Psychology at the annual meeting of the American Psychological Association, San Francisco, CA.
- Woolfolk Hoy, A. E. (1999, November). Invited participant, National Science Foundation/National Institute of Education Conference on Stereotypes, Prejudice, Tolerance, and Rights: Educating Children for Living in Diverse Cultures, Bethesda, MD.
- Woolfolk Hoy, A. E. (1998, October). *Integrating educational psychology into teacher education*. Keynote Address presented at the annual meeting of the Midwest Association for Teachers of Educational Psychology, Oxford, Ohio.
- Woolfolk Hoy, A. E. (1998, September). *Creating active learning environments*. Keynote Address presented at the annual conference on the Teaching of Psychology, Baltimore, Maryland.

- Woolfolk Hoy, A. E. (1998, August). *Presidential conversation*. National Graduate Student Seminar at the annual meeting of the American Psychological Association, San Francisco, CA.
- Woolfolk Hoy, A. E. (1998, August). *Learning about teaching educational psychology*. Symposium presented at the annual meeting of the American Psychological Association, San Francisco, CA.
- Woolfolk Hoy, A. (1998, April). *Reflections on teaching with the Handbook of Educational Psychology*. Symposium presented at the American Educational Research Association, San Diego, CA.
- Woolfolk Hoy, A. E. (1998, January). *Conversation hour*. Presented at the annual meeting of the Southwestern Educational Research Association, Houston, TX.
- Woolfolk Hoy, A. E. (1998, January). *A closer look at cooperative learning*. Keynote Address presented at the annual meeting of the Southwestern Educational Research Association, Houston, TX.
- Burke-Spero, R., Dembo, M., Goddard, R., Guskey, T., Tschannen-Moran, M., & Woolfolk Hoy, A. (1998, April). *School organization and teacher efficacy: A forum to explore research and applications*. Symposium presented at the American Educational Research Association, San Diego, CA.
- Woolfolk Hoy, A. E. (1997, August). *Conversation hour with Division 15 Presidents*. Presented at the annual meeting of the American Psychological Association, Chicago, IL.
- Woolfolk Hoy, A. E. (1997, August). *Teacher efficacy: A forum to explore theory, research, and applications*. Symposium presented at the annual meeting of the American Psychological Association, Chicago, IL.
- Woolfolk Hoy, A. E. (1997, August). *Issues in educational psychology: Presidential Panel*. Invited address presented at the annual meeting of the American Psychological Association, Chicago, IL.
- Woolfolk Hoy, A. (1997, March). *Educational psychology and teacher education: Perennial issues*. Paper presented at the American Educational Research Association, Chicago, IL.
- Woolfolk Hoy, A. (1997, May). *The impact of educational psychology on preservice teacher education*. Invited address, Ursuline College, Cleveland, Ohio.
- Woolfolk Hoy, A. (1997, May). *How do psychological principles impact classroom teaching?* Lindseth Lecture, Ursuline College, Cleveland, Ohio.
- Woolfolk Hoy, A. (1996, October). *Implications of cognitive approaches to peer learning for teacher education*. Paper presented at the Rutgers Invitational Symposium on Education, New Brunswick, NJ.
- Woolfolk Hoy, A. (1996, October). *Tasks for learning in educational psychology*. Invited address presented at the annual meeting of the Mid-Western Educational Research Association, Chicago, IL.
- Woolfolk Hoy, A. E. (1996, August). *Education psychology in teacher education: Appreciated, appropriated, abandoned*. Presidential Address: The Division of Educational Psychology. Presented at the annual meeting of the American Psychological Association, Toronto, Canada.
- Woolfolk Hoy, A. (1996, April). *Invited conversation hour*. Presented at the annual meeting of the American Educational Research Association, New York, NY.
- Woolfolk Hoy, A. (1996, February). *Psychology perspectives in education*. Invited address: Eastern Educational Research Association, Boston, MA.

- Woolfolk Hoy, A. E. (1994, October). *Teaching educational psychology*. Paper presented at the annual meeting of the Midwestern Association for the Teaching of Educational Psychology, Chicago, IL.
- Woolfolk Hoy, A. E. (1994, October). *I wouldn't have seen it if I hadn't believed it: Prior knowledge and learning to teach*. Invited address, Midwestern Association for Educational Research, Chicago, IL.
- Woolfolk, A. E., (1993, October). *Taking educational psychology seriously: From knowledge to action*. Midwest Association for Teachers of Educational Psychology, Anderson, Indiana.
- Weinstein, C. S. & Woolfolk, A. E. (1993, April). *Exploring student teachers' beliefs about classroom management*. Paper presented at the annual meeting of the American Educational Research Association, Atlanta, GA.
- O'Donnell, A.M., & Woolfolk, A. E. (1991, August). *Elementary and secondary teachers' beliefs about testing and grading*. Paper presented at the annual meeting of the American Psychological Association, San Francisco, CA.
- Woolfolk, A. E., Rosoff, B., & Hoy, W. K. (1991, April). *Teachers' beliefs and students' motivation to learn*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- Hoy, W. K., & Woolfolk, A. E. (1990, April), *School health and teacher efficacy*. Paper presented at the annual meeting of the American Educational Research Association, Boston, MA.
- Lynott, D., & Woolfolk, A. E. (1989, March). *Teachers' implicit theories of intelligence and their educational goals*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Hoy, W. K., Woolfolk, A. E. (1989, March). *Socialization of student teachers*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Woolfolk, A. E., Rosoff, B., Hoy, W. K. (1989, March). *Efficacy beliefs and motivational orientations of teachers*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Woolfolk, A. E., & Hoy, W. K. (1988, April). *Efficacy beliefs and control orientations of prospective teachers*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- Woolfolk, A. E. (1987, October). *The graduate preparation of teachers*. Invited address to the faculty of the College of Education, Oklahoma State University, Stillwater.
- Woolfolk, A. E. (1987, October). *Effective college instruction*. Invited address to the faculty of Oklahoma State University, Stillwater.
- Woolfolk, A. (1986, April). *Research perspectives on communication in classrooms*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Weinstein, C., Stewart, J., & Woolfolk, A. (1986, April). *The student teaching seminar and classroom management: Research, theory, and anecdote*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Woolfolk, A. E. (1985, August). *The influence of teachers' nonverbal behaviors on students' perceptions and performance*. Invited colloquium, Institute fur Erziehungswissenschaft II, University of Tubingen, West Germany.

- Woolfolk, A. E., & Woolfolk, R. L. (1984, April). *The effects of brief training in time-management for student teachers*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- Woolfolk, A. E. (1984, March). *Models and methods for research on nonverbal communication in education*. Invited address to the Eastern Communication Association, Philadelphia, PA.
- Woolfolk, A. E. (1982, March). *Teacher nonverbal behaviors and their impact on classroom management and instructional outcomes*. Paper presented at the annual meeting of the American Education Association, New York, NY.
- Woolfolk, A. E. (1980, November). *Recent research on nonverbal communication in teaching*. Invited address, Institute for Nonverbal Communication Research, Columbia University, New York, NY.
- Weinstein, C.A., & Woolfolk, A. E. (1979, April). *The physical environment of the classroom as a source of students' expectations about teaching*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Weinstein, C. S., & Woolfolk, A. E. (1979, April). *Impression formation and classroom design: The impact of spatial arrangement and neatness on judgments of teachers*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Meyers, L., & Woolfolk, A. E. (1978, April). *Children's perception and reciprocation of teachers' self-disclosing behavior*. Paper presented at the annual meeting of the Eastern Psychological Association, Washington D.C.
- Woolfolk, A. E. (1977, April). *The impact of teacher nonverbal behavior upon student learning and performance*. Paper presented at the annual meeting of the American educational research Association, New York, NY.
- Woolfolk, A. E., Woolfolk, R. L., & Wilson, G.T. (1976, December). *Language, labeling, and biases against behavior modification*. Paper presented at the annual meeting of the Association for the Advancement of Behavior Therapy, New York, NY.
- Woolfolk, R. L., Woolfolk, A. E., & Garlinsky, K. (1976, April). *Teacher nonverbal behavior: Some empirical findings*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Snapp, M., & Woolfolk, A. E. (1973, March). *An examination of children in special education over a thirteen-year period*. Paper presented at the National Association of School Psychologists, 5th Annual Meeting, New York.

PARTICIPATION IN INVISIBLE COLLEGE FOR RESEARCH ON TEACHING

- Educational psychology and teacher preparation*. Annual meeting of the Invisible College for Research on Teaching, National Institute of Education, New York, NY, April, 1995, member of panel.
- Successful classroom research that is not in the schools*. Annual meeting of the Invisible College for Research on Teaching, National Institute of Education, Washington, D.C., April, 1987, member of panel.
- Research on classroom motivation: Teachers' thoughts about and strategies for motivating students to learn*. Annual meeting of the Invisible College for Research on Teaching, National Institute of Education, Chicago, IL, March, 1985, member of panel.

The use and misuse of findings on research on teaching for teacher education. Annual meeting of the Invisible College for Research on Teaching, National Institute of Education, Chicago, IL, March, 1985, member of panel.

Research into practice for preservice teachers. Annual meeting of the Invisible College for Research on Teaching, National Institute of Education, New Orleans, LA, April, 1984, member of panel.

Nonverbal behavior and teaching effectiveness: Issues and directions. Annual meeting of the Invisible College for Research on Teaching, National Institute of Education, New Orleans, LA, April, 1984, member of panel.

RESEARCH GRANTS AND AWARDS

Principal Investigator: "Increasing Student Attention: A Learning Theory Approach with an Emphasis on Transfer to the Regular Classroom." Regional Research Program of the National Center for Educational Research and Development, OEC-6-72-0732- (509), 3/1/72-8/31/72, \$6,000.

Rutgers Faculty Merit Awards: 1977, 1984, 1985, 1989, 1991, and 1993.

Rutgers Research Council, "Nonverbal Aspects of Teaching," 7/1/80-6/30/81, \$1,000.

Principal Investigator, "Pre-retirement Education Project," of the "Rutgers University Specialized Career Training Program." Federal Administration on Aging, 2A36, 10/1/79-9/30/82, \$51,633.

Principal Investigator, "Computer-Based Materials for Educational Psychology," Prentice-Hall, 1/86-6/86, \$1,700.

Rutgers Graduate School of Education Alumni Association Award for Outstanding Research, 1986.

Project Co-Director, "Graduate Teacher Education Program Development," New Jersey Department of Higher Education, 1/87-1/88, \$20,000.

EDITORIAL ACTIVITIES

- Editor** *Theory Into Practice*, 1999--Present
- Editorial Board** *American Educational Research Journal*, 2004--Present
- Editorial Board** *Educational Psychologist*, 1997--Present.
- Consulting Editor** *Journal of Experimental Education*. 1998--Present
- Editorial Board** *Teacher Educator*. 2005—Present
- Editorial Board** *Contemporary Educational Psychology*. 2005—Present
- Editorial Board** *Handbook of Classroom Management: Research, Practice, and Contemporary Issues*, Section Editor for “Classroom Management in Specific Contexts,” Lawrence Erlbaum, 2005.
- Editorial Board** *Review of Educational Research*, 1988-1992.
- Editorial Board** *Elementary School Journal* (University of Chicago Press), 1985-1994.
- Editorial Board** *Public Service Monographs* (American Educational Research Association), 1992-1996.

Consulting Editor

Educational Researcher
Educational Psychologist
American Educational Research Journal

Educational Psychologist
Elementary School Journal
Behavior Therapy

Served as a reviewer/consultant for Wang, M.C., & Palincsar, A.S. (1989). Teaching students to assume an active role in their learning. In M.C. Reynolds (Ed.), *Knowledge base for the beginning teacher* (pp. 71-84). NY: Pergamon Press.

PROFESSIONAL OFFICES

American Psychological Association (Fellow-Divisions 15 and 16)

- **Program Chair**, Division 15, 1991
- **Member-at-Large**, Division 15, 1991-1993
- **President**, Division 15--Educational Psychology, 1995-1996
- Member: National Graduate Student Seminar Committee
- Member: Awards Committee

American Educational Research Association

- **Vice President, Division K**, *Teaching and Teacher Education*, 1992-1994
- Member of **Program Committee** for annual meeting, Division C, (1976, 1977, 1983, 1986, 1987, 1988, 1989, 1997, 1998, 1999, 2000, 2001, 2002, 2003, 2004, 2005, 2006); Division K, (1986, 1987, 1988, 1989, 1991, 1995, 1996, 1997, 1999, 2000, 2001, 2002, 2003, 2004, 2005, 2006, 2007).
- **Chair of Program Committee** for annual meeting, 1987, (Division K, *Teaching and Teacher Education*).
- Member of Executive Council, Division C, 1986.
- Awards Committee, Division K, 1989-1991 (Chair, 1991)
- Co-chair of Program Committee for annual meeting, 2001, (Division C5).
- Member Scribner Awards Committee, Division C

Invisible College for Research on Teaching

Psi Chi (National Honor Society in Psychology)

TEACHING EXPERIENCE

Undergraduate

Educational Psychology I & II
Educational Psychology I & II (Education/Industry)
Laboratory Experiences in Education
Internship (Education/Industry Option)
Student Teaching Seminar

Graduate

Advanced Studies in School Psychology
Individual Cognitive Assessment
Advanced Seminar in Intelligence
Psychological Perspectives on Classroom Teaching
Motivation in Classroom Learning
Pedagogical Studies
College Teaching
The Teaching of Educational Psychology
Educational Psychology: Cognition and Instruction
Psychological Perspectives on Teaching, Teachers, and Teacher Education
Leadership, Learning, and Teaching
Teacher Cognition