

THIRTEENTH EDITION

EDUCATIONAL

Psychology



ANITA WOOLFOLK

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Educational Psychology

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The Ohio State University



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To my mother,

Marion Wieckert Pratt.

A remarkable educator,
An adventurous world traveler,
A courageous advocate for all in need,
And a wonderful guide in life—

Thank you.

About the Author



So you will know your author a bit better, here is some information.

Anita Woolfolk Hoy was born in Fort Worth, Texas, where her mother taught child development at TCU and her father was an early worker in the computer industry. She is a Texas Longhorn—all her degrees are from the University of Texas, Austin, the last one a PhD. After graduating, she was a psychologist working with children in elementary and secondary schools in 15 counties of central Texas. She began her career in higher education as a professor of educational psychology at Rutgers University, and then moved to The Ohio State University in 1994. Today she is Professor Emerita at Ohio State. Anita's research focuses on motivation and cognition, specifically, students' and teachers' sense of efficacy and teachers' beliefs about education. For many years she was the editor of *Theory Into Practice*, a journal that brings the best ideas from research to practicing educators. With students and colleagues, she has published over 80 books, book chapters, and research articles. Anita has served as Vice-President for Division K (Teaching & Teacher Education) of the American Educational Research Association and President of Division 15 (Educational Psychology) of the American Psychological Association. Just before completing this thirteenth edition of *Educational Psychology*, she collaborated with Nancy Perry, University of British Columbia, to write the second edition of *Child Development* (Pearson, 2015), a book for all those who work with and love children.

Preface

Many of you reading this book are enrolled in an educational psychology course as part of your professional preparation for teaching, counseling, speech therapy, nursing, or psychology. The material in this text should be of interest to everyone who is concerned about education and learning, from the nursery school volunteer to the instructor in a community program for adults with disabilities. No background in psychology or education is necessary to understand this material. It is as free of jargon and technical language as possible, and many people have worked to make this edition clear, relevant, and interesting.

Since the first edition of *Educational Psychology* appeared, there have been many exciting developments in the field. The thirteenth edition continues to emphasize the educational implications and applications of research on child development, cognitive science, learning, motivation, teaching, and assessment. Theory and practice are not separated in the text, but are considered together. The book is written to show how information and ideas drawn from research in educational psychology can be applied to solve the everyday problems of teaching. To help you explore the connections between research and practice, you will find in these pages a wealth of examples, lesson segments, case studies, guidelines, and even practical tips from experienced teachers. As you read this book, I believe you will see the immense value and usefulness of educational psychology. The field offers unique and crucial knowledge to any who dare to teach and to all who love to learn.

NEW CONTENT IN THE THIRTEENTH EDITION

Across the book, there is increased coverage of a number of important topics. Some of these include:

- New explorations of current research on teaching and models of **expert teaching**, introduced in Chapter 1 and continued throughout the book.
- Increased coverage of the **brain, neuroscience, and teaching** emphasized in Chapter 2 and also integrated into several other chapters.
- Increased coverage of **the impact of technology and virtual learning environments** on the lives of students and teachers today.
- Increased emphasis on **diversity in today's classrooms** (see especially Chapters 1 to 6). Portraits of students in educational settings make diversity real and human for readers.

Key content changes in each chapter include:

- Chapter 1: My goal is that this text will provide the knowledge and skills that will enable you to build a solid foundation for an authentic sense of teaching efficacy in every context and for every student, so there is new information about **three models of good teaching**: Charlotte Danielson's Framework for Teaching, TeachingWorks from the University of Michigan, and the Gates Foundation Measure of Effective Teaching. Also, the section on research now examines different kinds of **qualitative and quantitative research** and what you can learn from each kind (see Table 1.2).
- Chapter 2: New information on the **brain, synaptic plasticity, executive functioning, and implications for teaching**, including an approach based on Vygotsky called *Tools of the Mind*.
- Chapter 3: New sections on **cultural differences in play, physical activity and students with disabilities, eating disorders** and the Web sites that promote them, **self-concept**, and Jonathan Haidt's **model of moral psychology**.
- Chapter 4: New sections on **nine possible multiple intelligences, accommodations under Section 504, autism spectrum disorders, student drug use**, and ways to **identify students who are gifted and talented**.

- Chapter 5: New information on **learning to read, emergent literacy and language diversity, sheltered instruction, and student-led conferences.**
- Chapter 6: New coverage of **homeless and highly mobile students**, expanded coverage of **poverty and school achievement, opportunity gaps, and stereotype threat.**
- Chapter 7: Expanded coverage of **teaching implications** of behavioral learning.
- Chapter 8: Updated coverage of **working memory, developmental differences, and teaching implications** of cognitive learning theories.
- Chapter 9: Updated sections on **metacognition and learning strategies, creativity, and transfer**, and a new section on **Paul and Elder’s model of critical thinking.**
- Chapter 10: New material on **inquiry learning and teaching in a digital world**, including **Betty’s Brain**—an example of a virtual learning environment, the **use of games** in teaching, and the initiative to teach **computational thinking and coding.**
- Chapter 11: Updated coverage of **self-efficacy, self-regulated learning**, and new material on **emotional self-regulation.**
- Chapter 12: Updated treatment of **self-determination theory and goal theory**, expanded coverage of **helping students cope with anxiety**, and new material on **flow and motivation.**
- Chapter 13: New sections on understanding your **beliefs about classroom management, creating caring relationships, bullying, restorative justice, and** Marvin Marshall’s views on **consequences and penalties.**
- Chapter 14: Recent **research on teaching**, as well as new sections on the **Common Core and Understanding by Design.**
- Chapter 15: New sections on **what teachers think** about high-stakes testing, **value-added assessment**, and **PARCC tests.**

A CRYSTAL CLEAR PICTURE OF THE FIELD AND WHERE IT IS HEADED

The thirteenth edition maintains the lucid writing style for which the book is renowned. The text provides accurate, up-to-date coverage of the foundational areas within educational psychology: learning, development, motivation, teaching, and assessment, combined with intelligent examinations of emerging trends in the field and society that affect student learning, such as student diversity, inclusion of students with special learning needs, education and neuroscience, educational policy, and technology.

FEATURES OF THE BOOK

Advances in Digital Technologies Reflected in the Book’s Pedagogy

Resources available in the etext enable readers to observe development in context and to apply and assess their understanding of the concepts in the book. These resources include (a) embedded assessments with feedback and (b) content extensions and examples.

EMBEDDED ASSESSMENTS WITH FEEDBACK. In every chapter, readers will find three types of assessments: Self-check quizzes, application exercises, and a licensure practice exercise.

- Short self-check quizzes appear at the end of each major text section. The quizzes are designed to help readers assess their mastery of the learning outcome or outcomes covered in the sections they’ve just read. When readers of the etext click on a highlighted link in the Pearson etext, an interactive multiple-choice quiz is displayed. Readers may answer the questions and then submit their quizzes to be scored, after which they can see the questions they’ve answered correctly, the questions they’ve answered incorrectly, and written feedback that includes rationales for the correct and incorrect answers.

ENHANCEDetext *self-check*

- Application exercises, titled *Practice Using What You Have Learned*, are included after the summary in every chapter. Clicking on the “play” button in the Pearson etext opens the exercise, allowing readers to view a video and answer open-ended questions that encourage application of chapter content to teaching and learning in real classrooms. After readers submit their answers to these questions, they receive feedback in the form of model answers written by experts.
- Licensure practice exercises, titled *Connect and Extend to Licensure*, are modeled after the types of questions found on teacher licensure exams. At the end of each chapter, these exercises include multiple-choice questions on key concepts presented in the chapter and constructed-response questions based on a short written case. Clicking on the licensure exam link allows readers to enter their responses and receive expert feedback.

PRACTICE USING WHAT YOU HAVE LEARNED

To access and complete the exercises, click the play buttons on the images below.

Using Research to Understand and Improve Teaching



ENHANCEDetext application exercise

Effective Teaching



ENHANCEDetext application exercise

CONNECT AND EXTEND TO LICENSURE

MULTIPLE-CHOICE QUESTIONS

- Mr. Winstel was worried about his former star student, Ramon. As the seventh-grade year progressed, Ramon was frequently being called into the principal's office for skateboard stunts that broke school rules and bordered on dangerous. Recently, Ramon's parents contacted Mr. Winstel to alert him to the fact that Ramon had been skipping school to hang out with some older boys in the neighborhood. Which of the following answers would typically best describe what is happening with Ramon?
 - Ramon's culture demands that boys of his age begin to engage in behaviors that reflect fearlessness.
 - Ramon's limbic system is maturing, but his prefrontal lobe has not yet caught up.
 - Ramon is engaging in deviant behaviors as a cry for attention from his parents.
 - Ramon is undergoing a period of synaptic pruning, which causes adolescents to engage in risk-taking behavior.
- Miss McClintock discovered that five of the children in her class were developmentally advanced. All of the students' language skills were exploding. Although many of the students still had trouble sharing, a few appeared to understand that by sharing, everyone could be happy. Finally, there was even one child who could solve conservation problems. According to Piagetian theory, in what stage are the students in Miss McClintock's class?
 - Formal Operations
 - Concrete Operations
 - Preoperational
 - Sensorimotor
- In introducing students to persuasive advertising methods, which of the following approaches would be most apt to lead to student retention?
 - Determine what students already know about the topic, and connect new information to their prior knowledge.
 - Have students initially watch several commercials and take notes.
 - Lecture students on the major persuasive techniques, and have a quiz to assess learning.
 - Have students form groups to research persuasive techniques.
- Research studies involving the brain and learning indicate all but which one of the following statements is true?
 - There is no such thing as “left-brain” and “right-brain” thinking.
 - The production of new neurons continues into adulthood.
 - Using different modalities for instruction and activities that draw on different senses may support learning.
 - Pruning can damage heavily used cognitive pathways.

CONSTRUCTED-RESPONSE QUESTIONS

Case

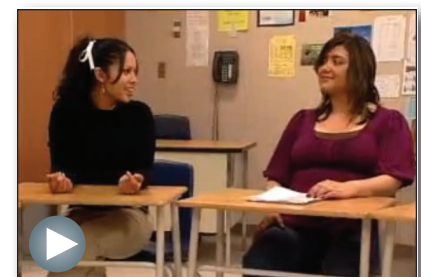
When planning for instruction, Mr. Gething remembered that students should be neither bored nor frustrated. Although this made sense to him, he was unsure how he would compensate for the diverse group of students he had in his second-period language arts class. Some students had difficulty with the English language, and other students planned to participate in the school's annual Shakespearean play. He knew that by grouping students of mixed ability, he could occasionally draw on the talents of his knowledgeable students to assist the less-advanced students. He also understood that without guidelines, students might not accomplish anything.

- Explain the theory of learning Mr. Gething is initially drawing on, and identify the individual credited with it.
- What is the term for the assistance that the more knowledgeable class members may provide to the less-advanced students in order for them to succeed? List some strategies these students might use to assist their peers.

ENHANCEDetext licensure exam

CONTENT EXTENSIONS AND EXAMPLES. This enhanced etext includes both videos and podcasts that extend and expand on the chapter content.

- The video examples allow readers to see many concepts and principles *in action*—for instance, in students' behaviors and verbal reflections, in teachers' classroom strategies, and in adult-child interactions.




Video 1.1
A bilingual teacher conducts a discussion with immigrant high school students. She asks students to discuss what teachers can do to help English learners and students from different cultures.

ENHANCEDetext video example

- The *Anita Talks* podcasts are direct links to relevant selections from *Anita Talks about Teaching*, a series of podcasts in which Dr. Woolfolk discusses how chapters of this text relate to the profession of teaching.

PODCAST 1.1

 In this podcast, textbook author Anita Woolfolk talks about the importance of teachers in students' lives. Did you know that “teacher involvement and caring is the most significant predictor of a student's engagement in school from 1st grade through 12th grade?” Listen to learn more.

ENHANCEDetext podcast

Additional Text Features

With an unswerving emphasis on educational psychology's practical relevance for teachers and students in classrooms, the text is replete with current issues and debates, examples, lesson segments, case studies, and practical ideas from experienced teachers.

Point/Counterpoint sections in each chapter present two perspectives on a controversial question related to the field; topics include debates on the kinds of research that should guide education (p. 19), brain-based education (p. 40), the self-esteem movement (p. 104), pills or skills for students with ADHD (p. 144), the best way to teach English language learners (p. 193), tracking (p. 220), using rewards to encourage student learning (p. 280), what's wrong with memorization (p. 318), teaching critical thinking and problem solving (p. 358), problem-based education (p. 383), teacher efficacy (p. 423), the value of trying to make learning entertaining (p. 464), zero tolerance (p. 514), homework (p. 546), and holding children back (p. 590).

Guidelines appear throughout each chapter, providing concrete applications of theories or principles discussed. See, for example, pages 85, 198, 320.

Guidelines: Family and Community Partnerships sections offer specific guidelines for involving all families in their children's learning—especially relevant now, when demand for parental involvement is at an all-time high and the need for cooperation between home and school is critical. See, for example, pages 49, 200, 362.

POINT/COUNTERPOINT

What Should Schools Do to Encourage Students' Self-Esteem?

There are over 2,000 books describing how to increase self-esteem. Schools and mental health facilities continue to develop self-esteem programs (Slater, 2002). The attempts to improve students' self-esteem have taken three main forms: personal development activities such as sensitivity training; self-esteem programs where the curriculum focuses directly on improving self-esteem; and structural changes in schools that place greater emphasis on cooperation, student participation, community involvement, and ethnic pride. Are these efforts valuable?

POINT The self-esteem movement has big problems.

Some people have accused schools of developing programs where the main objective is "to dole out a huge heaping of praise, regardless of actual accomplishments" (Slater, 2002, p. 45). Frank Pajares and Dale Schunk (2002) point to another problem. "[W]hen what is communicated to children from an early age is that nothing matters quite as much as how they feel or how confident they should be, one can rest assured that the world will sooner or later teach a lesson in humility that may not easily be learned. An obsession with one's sense of self is responsible for an alarming increase in depression and other mental difficulties" (p. 16). Sensitivity training and self-esteem courses assume that we encourage self-esteem by changing the individual's beliefs,

Self-Esteem," suggests that we rethink self-esteem and move toward honest self-appraisal that will lead to self-control. She suggests, "Maybe self-control should replace self-esteem as a primary peg to reach for" (p. 47).

COUNTERPOINT The self-esteem movement

has promise Erik Erikson (1980) warned years ago: "Children cannot be fooled by empty praise and condescending encouragement. They may have to accept artificial bolstering of their self-esteem in lieu of something better. . . ." Erikson explained that a strong and positive identity comes only from "wholehearted and consistent recognition of real accomplishment, that is, achievement that has meaning in their culture" (p. 95). A study that followed 322 sixth-grade students for 2 years found that students' satisfaction with school, their sense that classes were interesting and teachers cared, and teacher feedback and evaluations influenced students' self-esteem. In PE, teachers' opinions were especially powerful in shaping students' conceptions of their athletic abilities (Hoge, Smit, & Hanson, 1990). Being placed in a low-ability group or being held back in school seems to have a negative impact on students' self-esteem, but learning in collaborative and cooperative settings seems to have a positive effect (Covington, 1992; Deci & Ryan, 1985). Interestingly, special pro-

GUIDELINES

Helping Children of Divorce



Take note of any sudden changes in behavior that might indicate problems at home.

Examples

1. Be alert to physical symptoms such as repeated headaches or stomach pains, rapid weight gain or loss, fatigue, or excess energy.
2. Be aware of signs of emotional distress such as moodiness, temper tantrums, or difficulty in paying attention or concentrating.
3. Let parents know about the students' signs of stress.

Talk individually to students about their attitude or behavior changes. This gives you a chance to find out about unusual stress such as divorce.

Examples

1. Be a good listener. Students may have no other adult willing to hear their concerns.
2. Let students know you are available to talk, and let the student set the agenda.

Watch your language to make sure you avoid stereotypes

3. The student may be angry with his or her parents, but may direct the anger at teachers. Don't take the student's anger personally.

Find out what resources are available at your school.

Examples

1. Talk to the school psychologist, guidance counselor, social worker, or principal about students who seem to need outside help.
2. Consider establishing a discussion group, led by a trained adult, for students whose parents are going through a divorce.

Be sensitive to both parents' rights to information.

Examples

1. When parents have joint custody, both are entitled to receive information and attend parent-teacher conferences.
2. The noncustodial parent may still be concerned about the child's school progress. Check with your principal about state laws regarding the noncustodial parent's rights.

GUIDELINES

Family and Community Partnerships



Promoting Transfer

Keep families informed about their child's curriculum so they can support learning.

Examples

1. At the beginning of units or major projects, send a letter summarizing the key goals, a few of the major assignments, and some common problems students have in learning the material for that unit.
2. Ask parents for suggestions about how their child's interests could be connected to the curriculum topics.
3. Invite parents to school for an evening of "strategy learning." Have the students teach their family members one of the strategies they have learned in school.

Give families ideas for how they might encourage their children to practice, extend, or apply learning from school.

Examples

1. To extend writing, ask parents to encourage their children to write letters or e-mails to companies or civic organizations asking for information or free products. Provide a shell letter form for structure and ideas, and include addresses of companies that provide free samples or information.
2. Ask family members to include their children in some projects that require measurement, halving or doubling recipes, or estimating costs.

3. Suggest that students work with grandparents to do a family memory book. Combine historical research and writing.

Show connections between learning in school and life outside school.

Examples

1. Ask families to talk about and show how they use the skills their children are learning in their jobs, hobbies, or community involvement projects.
2. Ask family members to come to class to demonstrate how they use reading, writing, science, math, or other knowledge in their work.

Make families partners in practicing learning strategies.

Examples

1. Focus on one learning strategy at a time. Ask families to simply remind their children to use a particular strategy with homework that week.
2. Develop a lending library of books and videotapes to teach families about learning strategies.
3. Give parents a copy of the *Guidelines: Becoming an Expert Student* on page XXX, rewritten for your grade level.

Teachers' Casebook sections present students with realistic classroom scenarios at the beginning of each chapter and ask “What Would You Do?”—giving students the opportunity to apply all the important topics of the chapter to these scenarios via application questions. Students may then compare their responses to those of veteran teachers appearing at the end of each chapter. See, for example, pages 30, 208, 410.

Reaching Every Student sections present ideas for assessing, teaching, and motivating ALL of the students in today's inclusive classrooms. See, for example on page 65.

Lessons for Teachers are succinct and usable principles for teaching based on the research. See, for example, on page 66.

TEACHERS' CASEBOOK

WHAT WOULD YOU DO? UNCRITICAL THINKING

This year's class is worse than any you've ever had. You assigned a research paper, and you find more and more students are using the Web for their information. In itself, using the Web is not bad, but the students appear to be completely uncritical about what they find on the Internet. “If it is on the Web, it must be right” is the attitude of most students. Their first drafts are filled with quotes that seem very biased to you, but there are no sources cited or listed. It is not just that students don't know how to reference their

work. You are more concerned that they cannot critically evaluate what they are reading. And all they are reading is the Net!

CRITICAL THINKING

- How would you help your students evaluate the information they are finding on the Web?
- Beyond this immediate issue, how will you help students think more critically about the subjects you are teaching?
- How will you take into account the cultural beliefs and values of your students as you support their critical thinking?

Reaching Every Student: Teaching in the “Magic Middle”

Both Piaget and Vygotsky probably would agree that students need to be taught in the magic middle (Berger, 2012), or the place of the “match” (J. Hunt, 1961)—where they are neither bored nor frustrated. Students should be put in situations where they have to reach to understand but where support from other students, learning materials, or the teacher is also available. Sometimes the best teacher is another student who has just figured out how to solve the problem, because this student is probably operating in the learner's ZPD. Having a student work with someone who is just a bit better at the activity would be a good idea because both students benefit in the exchange of explanations, elaborations, and questions. In addition, students should be encouraged to use language to organize their thinking and to talk about what they are trying to accomplish. Dialogue and discussion are important avenues to learning (Karpov & Bransford, 1995; Kozulin & Pressseisen, 1995; Wink & Putney, 2002). The *Guidelines: Applying Vygotsky's Ideas in Teaching* on the next page gives more ideas for applying Vygotsky's insights.

Cognitive Development: Lessons for Teachers

In spite of cross-cultural differences in cognitive development and the different theories of development, there are some convergences. Piaget, Vygotsky, and more recent researchers studying cognitive development and the brain probably would agree with the following big ideas:

1. Cognitive development requires both physical and social stimulation.
2. To develop thinking, children have to be mentally, physically, and linguistically active. They need to experiment, talk, describe, reflect, write, and solve problems. But they also benefit from teaching, guidance, questions, explanations, demonstrations, and challenges to their thinking.
3. Teaching students what they already know is boring. Trying to teach what the student isn't ready to learn is frustrating and ineffective.
4. Challenge with support will keep students engaged but not fearful.

SUPPLEMENTS

This thirteenth edition of *Educational Psychology* provides a comprehensive and integrated collection of supplements to assist students and professors alike in maximizing learning and instruction. Together, these materials immerse students in the content of the text, allowing them and their instructors to benefit from a deeper and more meaningful learning experience. The following resources are available for instructors to download from www.pearsonhighered.com/educator. Enter the author, title of the text, or the ISBN number, then select this text, and click on the “Resources” tab. Download the supplement you need. If you require assistance in downloading any resources, contact your Pearson representative.

INSTRUCTOR'S RESOURCE MANUAL. The *Instructor's Resource Manual* synthesizes all of the resources available for each chapter and sifts through the materials to match the delivery method (e.g., semester, quarter) and areas of emphasis for the course. This manual includes activities and strategies designed to help prospective teachers—and others seeking a career working with children or adolescents—to apply the developmental concepts and strategies they have learned.

POWERPOINT® SLIDES. Slide sets for each chapter include chapter objectives, key concepts, summaries of content, and graphic aids, each designed to support class lectures and help students organize, synthesize, and remember core content. All PowerPoint® slides have been updated for consistency and reflect current content in this new edition.

TEST BANK. Built from the course objectives, the test bank questions offer both lower-level questions that ask students to identify or explain concepts, principles, and theories about development and higher-level questions that require students to apply concepts, principles, and theories to student behavior and teaching strategies.

TESTGEN®. TestGen is a powerful test generator available exclusively from Pearson Education publishers. You install TestGen on your personal computer (Windows or Macintosh) and create your own tests for classroom testing and for other specialized delivery options, such as over a local area network or on the Web. A test bank, which is also called a Test Item File (TIF), typically contains a large set of test items, organized by chapter and ready for your use in creating a test, based on the associated textbook material. Assessments may be created for both print and testing online.

The tests can be downloaded in the following formats:

TestGen Testbank file—PC

TestGen Testbank file—MAC

TestGen Testbank—Blackboard 9 TIF

TestGen Testbank—Blackboard CE/Vista (WebCT) TIF

Angel Test Bank (zip)

D2L Test Bank (zip)

Moodle Test Bank

Sakai Test Bank (zip)

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Many educators contributed to this edition and previous editions. Carol Weinstein wrote the section in Chapter 13 on spaces for learning. Nancy Perry (University of British Columbia) and Philip Winne (Simon Fraser University) wrote sections of Chapter 11 on self-regulation. Brad Henry (The Ohio State University) crafted sections on technology in two chapters. Michael Yough (Purdue University) looked over several chapters including Chapter 5, “Language Development, Language Diversity, and Immigrant Education.” Chapter 5 was also improved by suggestions from Alan Hirvela, The Ohio State University. Jerrell Cassady, Ball State University, provided invaluable guidance for Chapter 11, “Social Cognitive Views of Learning and Motivation,” and Chapter 12, “Motivation in Learning and Teaching.” The portraits of students in Chapters 1 and 6 were provided by Nancy Knapp (University of Georgia). Raye Lakey is responsible for the media integration and for updating the *Test Bank*, *PowerPoint® Presentations*, and the *Instructor’s Resource Manual*.

As I made decisions about how to revise this edition, I benefited from the ideas of colleagues around the country who took the time to complete surveys, answer my questions, and review chapters.

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—ANITA WOOLFOLK HOY

Brief Contents

1 Learning, Teaching, and Educational Psychology 2

PART I: STUDENTS

2 Cognitive Development 30

3 The Self, Social, and Moral Development 72

4 Learner Differences and Learning Needs 118

5 Language Development, Language Diversity,
and Immigrant Education 170

6 Culture and Diversity 208

PART II: LEARNING AND MOTIVATION

7 Behavioral Views of Learning 250

8 Cognitive Views of Learning 288

9 Complex Cognitive Processes 326

10 The Learning Sciences and Constructivism 368

11 Social Cognitive Views of Learning and Motivation 410

12 Motivation in Learning and Teaching 442

PART III: TEACHING AND ASSESSING

13 Creating Learning Environments 486

14 Teaching Every Student 528

15 Classroom Assessment, Grading,
and Standardized Testing 568

Contents

1 Learning, Teaching, and Educational Psychology 2

Teachers' Casebook—Leaving No Student Behind: What Would You Do? 2

Overview and Objectives 3

Learning and Teaching Today 4

Students Today: Dramatic Diversity and Remarkable Technology 4

Confidence in Every Context 5

High Expectations for Teachers and Students 5

Do Teachers Make a Difference? 7

Teacher–Student Relationships 7

The Cost of Poor Teaching 7

What Is Good Teaching? 8

Inside Three Classrooms 8

A Bilingual First Grade 8

A Suburban Fifth Grade 8

An Inclusive Class 9

So What Is Good Teaching 9

Models of Good Teaching 9

Measures of Effective Teaching 12

Beginning Teachers 12

The Role of Educational Psychology 13

In the Beginning: Linking Educational Psychology and Teaching 13

Educational Psychology Today 14

Is It Just Common Sense? 14

Helping Students 14

Answer Based on Research 14

Skiping Grades 14

Answer Based on Research 15

Students in Control 15

Answer Based on Research 15

Obvious Answers? 15

Using Research to Understand and Improve Learning 16

Correlation Studies 16

Experimental Studies 16

Single-Subject Experimental Designs 17

Clinical Interviews and Case Studies 17

Ethnography 17

The Role of Time in Research 18

Quantitative Versus Qualitative Research 18

Point/Counterpoint: What Kind of Research Should Guide Education? 19

Teachers as Researchers 20

Theories for Teaching 21

Supporting Student Learning 22

Summary 24

Practice Using What You Have Learned 26

Key Terms 26

Teachers' Casebook—Leaving No Student Behind: What Would They Do? 27

PART I: STUDENTS

2 Cognitive Development 30

Teachers' Casebook—Symbols and Cymbals: What Would You Do? 30

Overview and Objectives 31

A Definition of Development 32

Three Questions Across the Theories 32

What Is the Source of Development? Nature Versus Nurture 32

What Is the Shape of Development? Continuity Versus Discontinuity 33

Timing: Is It Too Late? Critical Versus Sensitive Periods 33

Beware of Either/Or 33

General Principles of Development 34

The Brain and Cognitive Development 34

The Developing Brain: Neurons 35

The Developing Brain: Cerebral Cortex 37

Adolescent Development and the Brain 38

Putting It All Together: How the Brain Works 39

Neuroscience, Learning, and Teaching 39

Point/Counterpoint: Brain-Based Education 40

Instruction and Brain Development 41

The Brain and Learning to Read 42

Emotions, Learning, and the Brain 43

Lessons for Teachers: General Principles 43

Piaget's Theory of Cognitive Development 44

Influences on Development 45

Basic Tendencies in Thinking 45

Organization 45

Adaptation 46

Equilibration 46

Four Stages of Cognitive Development 46

Infancy: The Sensorimotor Stage 46

Early Childhood to the Early Elementary Years:

The Preoperational Stage 47

Guidelines: Family and Community Partnerships—Helping Families Care for Preoperational Children 49

Later Elementary to the Middle School Years:

The Concrete-Operational Stage 49

High School and College: Formal Operations 51

[Guidelines: Teaching the Concrete-Operational Child](#) 51
 Do We All Reach the Fourth Stage? 53
 Information Processing, Neo-Piagetian, and Neuroscience
 Views of Cognitive Development 53
[Guidelines: Helping Students to Use Formal Operations](#) 53
 Some Limitations of Piaget's Theory 54
 The Trouble with Stages 54
 Underestimating Children's Abilities 55
 Cognitive Development and Culture 56
Vygotsky's Sociocultural Perspective 56
 The Social Sources of Individual Thinking 57
 Cultural Tools and Cognitive Development 58
 Technical Tools in a Digital Age 58
 Psychological Tools 59
 The Role of Language and Private Speech 59
 Private Speech: Vygotsky's and Piaget's Views Compared 59
 The Zone of Proximal Development 61
 Private Speech and the Zone 61
 The Role of Learning and Development 61
 Limitations of Vygotsky's Theory 61
Implications of Piaget's and Vygotsky's Theories for Teachers 62
 Piaget: What Can We Learn? 62
 Understanding and Building on Students' Thinking 62
 Activity and Constructing Knowledge 63
 Vygotsky: What Can We Learn? 63
 The Role of Adults and Peers 64
 Assisted Learning 64
 An Example Curriculum: Tools of the Mind 64
 Reaching Every Student: Teaching in the "Magic Middle" 65
[Guidelines: Applying Vygotsky's Ideas in Teaching](#) 66
 Cognitive Development: Lessons for Teachers 66
Summary 66
Practice Using What You Have Learned 69
Key Terms 69
Teachers' Casebook—Symbols and Cymbals: What Would They Do? 70

3 The Self, Social, and Moral Development 72

Teachers' Casebook—Mean Girls: What Would You Do? 72
Overview and Objectives 73
Physical Development 74
 Physical and Motor Development 74
 Young Children 74
 Elementary School Years 74
 The Adolescent Years 75
 Early and Later Maturing 75
[Guidelines: Dealing with Physical Differences in the Classroom](#) 76
 Play, Recess, and Physical Activity 76
 Cultural Differences in Play 76
 Exercise and Recess 77
 Physical Activity and Students with Disabilities 77

Challenges in Physical Development 77
 Obesity 77
 Eating Disorders 78
[Guidelines: Supporting Positive Body Images in Adolescents](#) 80
Bronfenbrenner: The Social Context for Development 80
 The Importance of Context and the Bioecological Model 81
 Families 81
 Family Structure 81
 Parenting Styles 82
 Culture and Parenting 83
 Attachment 83
[Guidelines: Family and Community Partnerships](#) 84
 Divorce 84
[Guidelines: Helping Children of Divorce](#) 85
 Peers 85
 Cliques 85
 Crowds 85
 Peer Cultures 86
 Friendships 86
 Popularity 86
 Causes and Consequences of Rejection 87
 Aggression 88
 Relational Aggression 88
 Media, Modeling, and Aggression 89
 Video Games and Aggressive Behavior 89
 Reaching Every Student: Teacher Support 89
[Guidelines: Dealing with Aggression and Encouraging Cooperation](#) 90
 Academic and Personal Caring 90
 Teachers and Child Abuse 91
 Society and Media 92
Identity and Self-Concept 93
 Erikson: Stages of Psychosocial Development 93
 The Preschool Years: Trust, Autonomy, and Initiative 94
 The Elementary and Middle School Years:
 Industry Versus Inferiority 95
 Adolescence: The Search for Identity 95
[Guidelines: Encouraging Initiative and Industry](#) 96
 Identity and Technology 97
[Guidelines: Supporting Identity Formation](#) 98
 Beyond the School Years 98
 Racial-Ethnic Identity 99
 Ethnic Identities: Outcome and Process 99
 Racial Identity: Outcome and Process 99
 Racial and Ethnic Pride 100
 Self-Concept 100
 The Structure of Self-Concept 100
 How Self-Concept Develops 101
 Self-Concept and Achievement 102
 Sex Differences in Self-Concept of Academic Competence 102
 Self-Esteem 103
[Point/Counterpoint: What Should Schools Do to Encourage Students' Self-Esteem?](#) 104

Understanding Others and Moral Development 105

- Theory of Mind and Intention 105
- Moral Development 105
 - Kohlberg's Theories of Moral Development 105
 - Criticisms of Kohlberg's Theory 106
- Moral Judgments, Social Conventions, and Personal Choices 107
 - Moral Versus Conventional Domains 107
 - Implications for Teachers 108
- Diversity in Moral Reasoning 109
- Beyond Reasoning: Haidt's Social Intuitionist Model of Moral Psychology 109
- Moral Behavior and the Example of Cheating 110
 - Who Cheats? 111
 - Dealing with Cheating 111

Personal/Social Development: Lessons for Teachers 112**Summary 112****Practice Using What You Have Learned 115****Key Terms 115****Teachers' Casebook—Mean Girls: What Would They Do? 116**

4 Learner Differences and Learning Needs 118

Teachers' Casebook—Including Every Student: What Would You Do? 118**Overview and Objectives 119****Intelligence 120**

- Language and Labels 120
 - Disabilities and Handicaps 120
 - Person-First Language 121
 - Possible Biases in the Application of Labels 121
- What Does Intelligence Mean? 122
 - Intelligence: One Ability or Many? 122
- Multiple Intelligences 123
 - What Are These Intelligences 123
 - Critics of Multiple Intelligences Theory 125
 - Gardner Responds 125
 - Multiple Intelligences Go to School 125
- Multiple Intelligences: Lessons for Teachers 126
- Intelligence as a Process 126
- Measuring Intelligence 127
 - Binet's Dilemma 127
 - What Does an IQ Score Mean? 128
 - Group Versus Individual IQ Tests 128
 - The Flynn Effect: Are We Getting Smarter? 128

Guidelines: Interpreting IQ Scores 129

- Intelligence and Achievement 129
- Gender Differences in Intelligence 130
 - Heredity or Environment? 131
 - Being Smart About IQ Tests 131

Learning and Thinking Styles 131

- Learning Styles/Preferences 132

- Cautions About Learning Styles 132
- The Value of Considering Learning Styles 133
- Beyond Either/Or 133

Individual Differences and the Law 134

- IDEA 134
 - Least Restrictive Environment 134
 - Individualized Education Program 135
 - The Rights of Students and Families 136
- Section 504 Protections 136
- Guidelines: Family and Community Partnerships—Productive Conferences 138**

Students with Learning Challenges 139

- Neuroscience and Learning Challenges 139
- Students with Learning Disabilities 140
 - Student Characteristics 140
 - Teaching Students with Learning Disabilities 142
- Students with Hyperactivity and Attention Disorders 142
 - Definitions 143
 - Treating ADHD with Drugs 143
 - Alternatives/Additions to Drug Treatments 143
- Point/Counterpoint: Pills or Skills for Children with ADHD? 144
- Lessons for Teachers: Learning Disabilities and ADHD 145
- Students with Communication Disorders 145
 - Speech Disorders 146
 - Language Disorders 146

- Students with Emotional or Behavioral Difficulties 147
 - Suicide 148

Guidelines: Disciplining Students with Emotional Problems 149

- Drug Abuse 149
- Prevention 150

Students with Intellectual Disabilities 151

- Guidelines: Teaching Students with Intellectual Disabilities 152**
- Students with Health and Sensory Impairments 152
 - Cerebral Palsy and Multiple Disabilities 152
 - Seizure Disorders (epilepsy) 153
 - Other Serious Health Concerns: Asthma, HIV/AIDS, and Diabetes 153
- Students with Vision Impairments 154
- Students Who Are Deaf 154

- Autism Spectrum Disorders and Asperger Syndrome 155
 - Interventions 155

Response to Intervention 156**Students Who Are Gifted and Talented 156**

- Who Are These Students? 158
 - What Is the Origin of These Gifts? 158
 - What Problems Do Students Who Are Gifted Face? 159
- Identifying Students Who Are Gifted and Talented 159
 - Recognizing Gifts and Talents 159
- Teaching Students with Gifts and Talents 161
 - Acceleration 161
 - Methods and Strategies 162

Summary 163**Practice Using What You Have Learned 166****Key Terms 167****Teachers' Casebook—Including Every Student: What Would They Do? 168**

5 Language Development, Language Diversity, and Immigrant Education 170

Teachers' Casebook—Cultures Clash in the Classroom: What Would You Do? 170

Overview and Objectives 171

The Development of Language 172

What Develops? Language and Cultural Differences 172

The Puzzle of Language 172

When and How Does Language Develop? 172

Sounds and Pronunciation 172

Vocabulary and Meaning 173

Grammar and Syntax 174

Pragmatics: Using Language in Social Situations 174

Metalinguistic Awareness 175

Emergent Literacy 175

Inside-Out and Outside-In Skills 176

Building a Foundation 177

When There Are Persistent Problems 177

Emergent Literacy and Language Diversity 177

Languages and Emergent Literacy 178

Guidelines: Supporting Language and Promoting Literacy 178

Bilingual Emergent Literacy 179

Diversity in Language Development 179

Dual-Language Development 179

Second-Language Learning 180

Benefits of Bilingualism 180

Language Loss 181

Signed Languages 182

What Is Involved in Being Bilingual? 183

Contextualized and Academic Language 184

Guidelines: Promoting Language Learning 185

Dialect Differences in the Classroom 186

Dialects 186

Dialects and Pronunciation 186

Dialects and Teaching 187

Genderlects 187

Teaching Immigrant Students 187

Immigrants and Refugees 188

Classrooms Today 189

Four Student Profiles 189

Generation 1.5: Students in Two Worlds 190

Teaching Students Who Are English Language Learners 191

Two Approaches to English Language Learning 192

Research on Bilingual Education 192

Bilingualism for All: Two-Way Immersion 192

Point/Counterpoint: What Is the Best Way to Teach Students Who Are ELLs? 193

Sheltered Instruction 195

Affective and Emotional/Social Considerations 197

Guidelines: Providing Emotional Support and Increasing Self-Esteem for Students Who Are ELLs 198

Working with Families: Using the Tools of the Culture 199

Funds of Knowledge and Welcome Centers 199

Student-Led Conferences 199

Guidelines: Family and Community Partnerships 200

Special Challenges: Students Who Are English Language Learners with Disabilities and Special Gifts 200

Students Who Are English Language Learners with Disabilities 201

Reaching Every Student: Recognizing Giftedness in Bilingual Students 201

Summary 203

Practice Using What You Have Learned 205

Key Terms 205

Teachers' Casebook—Cultures Clash in the Classroom: What Would They Do? 206

6 Culture and Diversity 208

Teachers' Casebook—White Girls Club: What Would You Do? 208

Overview and Objectives 209

Today's Diverse Classrooms 210

American Cultural Diversity 210

Meet Four More Students 211

Cautions: Interpreting Cultural Differences 213

Cultural Conflicts and Compatibilities 214

Dangers in Stereotyping 214

Economic and Social Class Differences 214

Social Class and Socioeconomic Status 215

Extreme Poverty: Homeless and Highly Mobile Students 215

Poverty and School Achievement 215

Health, Environment, and Stress 218

Low Expectations—Low Academic Self-Concept 218

Peer Influences and Resistance Cultures 218

Home Environment and Resources 219

Summer Setbacks 219

Tracking: Poor Teaching 219

Point/Counterpoint: Is Tracking an Effective Strategy? 220

Guidelines: Teaching Students Who Live in Poverty 221

Ethnicity and Race in Teaching and Learning 221

Terms: Ethnicity and Race 221

Ethnic and Racial Differences in School Achievement 222

The Legacy of Discrimination 224

What Is Prejudice? 225

The Development of Prejudice 225

Continuing Discrimination 226

Stereotype Threat 227

Who Is Affected by Stereotype Threat? 227

Short-Term Effects: Test Performance 228

Long-Term Effects: Disidentification 229

Combating Stereotype Threat 229

Gender in Teaching and Learning 230

Sex and Gender 230

Sexual Orientation 230

Gender Roles 232

Gender Bias in Curriculum Materials 233

Gender Bias in Teaching 233

[Guidelines: Avoiding Gender Bias in Teaching 234](#)

Multicultural Education: Creating Culturally Compatible Classrooms 235

Culturally Relevant Pedagogy 235

Fostering Resilience 237

Resilient Students 237

Resilient Classrooms 237

Self-Agency Strand 238

Relationship Strand 239

[Guidelines: Family and Community Partnerships 239](#)

Diversity in Learning 240

Social Organization 240

Cultural Values and Learning Preferences 240

Cautions (Again) About Learning Styles Research 241

Sociolinguistics 241

Sources of Misunderstandings 241

Lessons for Teachers: Teaching Every Student 242

Know Your Students 242

Respect Your Students 242

Teach Your Students 242

[Guidelines: Culturally Relevant Teaching 243](#)

Summary 244

Practice Using What You Have Learned 246

Key Terms 246

Teachers' Casebook—White Girls Club: What Would They Do? 247

PART II: LEARNING AND MOTIVATION

7 Behavioral Views of Learning 250

Teachers' Casebook—Sick of Class: What Would You Do? 250

Overview and Objectives 250

Understanding Learning 252

Neuroscience of Behavioral Learning 252

Learning Is Not Always What It Seems 253

Early Explanations of Learning: Contiguity and Classical Conditioning 254

[Guidelines: Applying Classical Conditioning 255](#)

Operant Conditioning: Trying New Responses 256

Types of Consequences 256

Reinforcement 257

Punishment 258

Reinforcement Schedules 258

Extinction 260

Antecedents and Behavior Change 260

Effective Instruction Delivery 261

Cueing 261

Prompting 261

Putting It All Together to Apply Operant Conditioning:

Applied Behavior Analysis 262

Methods for Encouraging Behaviors 263

Reinforcing with Teacher Attention 263

Selecting Reinforcers: The Premack Principle 263

[Guidelines: Applying Operant Conditioning:](#)

[Using Praise Appropriately 264](#)

Shaping 265

[Guidelines: Applying Operant Conditioning:](#)

[Encouraging Positive Behaviors 266](#)

Positive Practice 266

Contingency Contracts, Token Reinforcement, and Group Consequences 266

Contingency Contracts 267

Token Reinforcement Systems 268

Group Consequences 268

Handling Undesirable Behavior 269

Negative Reinforcement 270

Reprimands 270

Response Cost 270

Social Isolation 271

Some Cautions About Punishment 271

Reaching Every Student: Severe Behavior Problems 271

[Guidelines: Applying Operant Conditioning: Using Punishment 272](#)

Contemporary Applications: Functional Behavioral Assessment, Positive Behavior Supports, and Self-Management 273

Discovering the "Why": Functional Behavioral Assessments 274

Positive Behavior Supports 275

Self-Management 276

Goal Setting 276

Monitoring and Evaluating Progress 277

Self-Reinforcement 277

[Guidelines: Family and Community Partnerships—Applying Operant Conditioning: Student Self-Management 278](#)

Challenges, Cautions, and Criticisms 278

Beyond Behaviorism: Bandura's Challenge and Observational Learning 278

Enactive and Observational Learning 278

Learning and Performance 279

Criticisms of Behavioral Methods 279

[Point/Counterpoint: Should Students Be Rewarded for Learning? 280](#)

Ethical Issues 281

Goals 281

Strategies 281

Behavioral Approaches: Lessons for Teachers 282

Summary 282

Practice Using What You Have Learned 284

Key Terms 285

Teachers' Casebook—Sick of Class: What Would They Do? 286

8 Cognitive Views of Learning 288

Teachers' Casebook—Remembering the Basics: What Would You Do? 288

Overview and Objectives 289

Elements of the Cognitive Perspective 290

Comparing Cognitive and Behavioral Views 290

Views of Learning 290

Goals 290

The Brain and Cognitive Learning 290

The Importance of Knowledge in Cognition 291

General and Specific Knowledge 291

Cognitive Views of Memory 292

Sensory Memory 294

Capacity, Duration, and Contents of Sensory Memory 294

Perception 294

The Role of Attention 295

Attention and Multitasking 295

Attention and Teaching 296

Guidelines: Gaining and Maintaining Attention 297

Working Memory 297

The Central Executive 298

The Phonological Loop 298

The Visuospatial Sketchpad 299

The Episodic Buffer 299

The Duration and Contents of Working Memory 300

Cognitive Load and Retaining Information 300

Three Kinds of Cognitive Load 300

Retaining Information in Working Memory 300

Levels of Processing Theory 301

Forgetting 302

Individual Differences in Working Memory 302

Developmental Differences 302

Individual Differences 303

Long-Term Memory 304

Capacity, Duration, and Contents of Long-Term Memory 304

Contents: Declarative, Procedural, and Self-Regulatory Knowledge 304

Explicit Memories: Semantic and Episodic 306

Propositions and Propositional Networks 306

Images 306

Two Are Better than One: Words and Images 306

Concepts 307

Prototypes, Exemplars, and Theory-Based Categories 307

Schemas 308

Episodic Memory 309

Implicit Memories 309

Retrieving Information in Long-Term Memory 310

Spreading Activation 311

Reconstruction 311

Forgetting and Long-Term Memory 311

Individual Differences in Long-Term Memory 311

Teaching for Deep, Long-Lasting Knowledge:

Basic Principles and Applications 312

Constructing Declarative Knowledge: Making Meaningful

Connections 312

Elaboration, Organization, Imagery, and Context 312

Guidelines: Family and Community Partnerships—Organizing Learning 313

Imagery 313

Reaching Every Student: Make it Meaningful 315

Mnemonics 316

Rote Memorization 316

Development of Procedural Knowledge 317

Point/Counterpoint: What's Wrong with Memorizing? 318

Automated Basic Skills 319

Domain-Specific Strategies 319

Guidelines: Helping Students Understand and Remember 320

Summary 320

Practice Using What You Have Learned 322

Key Terms 323

Teachers' Casebook—Remembering the Basics: What Would They Do? 324

9 Complex Cognitive Processes 326

Teachers' Casebook—Uncritical Thinking: What Would You Do? 326

Overview and Objectives 327

Metacognition 328

Metacognitive Knowledge and Regulation 328

Individual Differences in Metacognition 329

Lessons for Teachers: Developing Metacognition 329

Metacognitive Development for Younger Students 329

Metacognitive Development for Secondary and College Students (Like You) 331

Learning Strategies 331

Being Strategic About Learning 331

Deciding What Is Important 332

Summaries 332

Underlining and Highlighting 333

Taking Notes 333

Visual Tools for Organizing 334

Reading Strategies 336

Applying Learning Strategies 337

Appropriate Tasks 337

Valuing Learning 337

Effort and Efficacy 337

Reaching Every Student: Learning Strategies
for Struggling Students 337

Guidelines: Becoming an Expert Student 338

Problem Solving 339

Identifying: Problem Finding 340

Defining Goals and Representing the Problem 341

Focusing Attention on What Is Relevant 341

Understanding the Words 341

Understanding the Whole Problem 342

Translation and Schema Training: Direct Instruction in
Schemas 342

Translation and Schema Training:
Worked Examples 343

The Results of Problem Representation 344

Searching for Possible Solution Strategies 345

Algorithms 345

Heuristics 345

Anticipating, Acting, and Looking Back 346

Factors That Hinder Problem Solving 346

Some Problems with Heuristics 347

Guidelines: Applying Problem Solving 348

Expert Knowledge and Problem Solving 348

Knowing What Is Important 348

Memory for Patterns and Organization 349

Procedural Knowledge 349

Planning and Monitoring 349

Creativity: What It Is and Why It Matters 350

Assessing Creativity 350

OK, But So What: Why Does Creativity Matter? 350

What Are the Sources of Creativity? 351

Creativity and Cognition 352

Creativity and Diversity 352

Creativity in the Classroom 352

The Big C: Revolutionary Innovation 353

Guidelines: Applying and Encouraging Creativity 354

Critical Thinking and Argumentation 355

One Model of Critical Thinking: Paul and Elder 355

Applying Critical Thinking in Specific Subjects 356

Argumentation 357

Point/Counterpoint: Should Schools Teach Critical Thinking
and Problem Solving? 358

Teaching for Transfer 359

The Many Views of Transfer 359

Teaching for Positive Transfer 360

What Is Worth Learning? 360

How Can Teachers Help? 361

Stages of Transfer for Strategies 361

Guidelines: Family and Community Partnerships—Promoting
Transfer 362

Summary 362

Practice Using What You Have Learned 364

Key Terms 365

Teachers' Casebook—Uncritical Thinking: What Would They Do? 366

10 The Learning Sciences and Constructivism 368

Teachers' Casebook—Learning to Cooperate: What Would You Do? 368

Overview and Objectives 369

The Learning Sciences 370

What Are the Learning Sciences? 370

Basic Assumptions of the Learning Sciences 370

Embodied Cognition 371

Cognitive and Social Constructivism 372

Constructivist Views of Learning 373

Psychological/Individual/Cognitive Constructivism 373

Vygotsky's Social Constructivism 374

Constructionism 375

How Is Knowledge Constructed? 375

Knowledge: Situated or General? 376

Common Elements of Constructivist Student-Centered
Teaching 377

Complex Learning Environments and Authentic Tasks 377

Social Negotiation 378

Multiple Perspectives and Representations of Content 378

Understanding the Knowledge Construction Process 378

Student Ownership of Learning 378

Applying Constructivist Perspectives 378

Inquiry and Problem-Based Learning 379

Examples of Inquiry 380

Problem-Based Learning 380

Research on Inquiry and Problem-Based Learning 382

Cognitive Apprenticeships and Reciprocal Teaching 382

Point/Counterpoint: Are Inquiry and Problem-Based Learning
Effective Teaching Approaches? 383

Cognitive Apprenticeships in Reading: Reciprocal Teaching 385

Applying Reciprocal Teaching 385

Collaboration and Cooperation 385

Collaboration, Group Work, and Cooperative Learning 386

Beyond Groups to Cooperation 386

What Can Go Wrong: Misuses of Group Learning 387

Tasks for Cooperative Learning 387

Highly Structured, Review, and Skill-Building Tasks 388

Ill-Structured, Conceptual, and Problem-Solving Tasks 388

Social Skills and Communication Tasks 388

Preparing Students for Cooperative Learning 388

Setting Up Cooperative Groups 389

Giving and Receiving Explanations 389

Assigning Roles 390

Designs for Cooperation 391

Reciprocal Questioning 391

Jigsaw 392

Constructive/Structured Controversies 392

Reaching Every Student: Using Cooperative Learning Wisely 393

Guidelines: Using Cooperative Learning 394

Dilemmas of Constructivist Practice 394

Service Learning 395

Guidelines: Family and Community Partnerships—Service Learning 396

Learning in a Digital World 397

Technology and Learning 397

Technology-Rich Environments 398

Virtual Learning Environments 398

Personal Learning Environments 399

Immersive Virtual Learning Environments 399

Games 400

Developmentally Appropriate Computer Activities for Young Children 400

Computers and Older Students 401

Computational Thinking and Coding 401

Guidelines: Using Computers 402

Media/Digital Literacy 403

Guidelines: Supporting the Development of Media Literacy 404

Summary 404**Practice Using What You Have Learned 406****Key Terms 407****Teachers' Casebook—Learning to Cooperate: What Would They Do? 408**

11 Social Cognitive Views of Learning and Motivation 410

Teachers' Casebook—Failure to Self-Regulate: What Would You Do? 410**Overview and Objectives 411****Social Cognitive Theory 412**

A Self-Directed Life: Albert Bandura 412

Beyond Behaviorism 412

Triarchic Reciprocal Causality 413

Modeling: Learning by Observing Others 414

Elements of Observational Learning 415

Attention 415

Retention 416

Production 416

Motivation and Reinforcement 416

Observational Learning in Teaching 417

Directing Attention 417

Fine Tuning Already-Learned Behaviors 417

Strengthening or Weakening Inhibitions 417

Teaching New Behaviors 417

Arousing Emotion 417

Guidelines: Using Observational Learning 418

Self-Efficacy and Agency 418

Self-Efficacy, Self-Concept, and Self-Esteem 419

Sources of Self-Efficacy 419

Self-Efficacy in Learning and Teaching 420

Guidelines: Encouraging Self-Efficacy 421

Teachers' Sense of Efficacy 422

Self-Regulated Learning 422

Point/Counterpoint: Are High Levels of Teacher Efficacy Beneficial? 423

What Influences Self-Regulation? 424

Knowledge 424

Motivation 424

Volition 425

Development of Self-Regulation 425

Models of Self-Regulated Learning and Agency 425

An Individual Example of Self-Regulated Learning 427

Two Classrooms 428

Writing 428

Math Problem Solving 428

Technology and Self-Regulation 429

Reaching Every Student: Families and Self-Regulation 429

Another Approach to Self-Regulation: Cognitive Behavior Modification 429

Guidelines: Family and Community Partnerships 430

Emotional Self-Regulation 431

Guidelines: Encouraging Emotional Self-Regulation 432

Teaching Toward Self-Efficacy and Self-Regulated Learning 433

Complex Tasks 434

Control 434

Self-Evaluation 435

Collaboration 435

Bringing It All Together: Theories of Learning 436**Summary 437****Practice Using What You Have Learned 439****Key Terms 440****Teachers' Casebook—Failure to Self-Regulate: What Would They Do? 440**

12 Motivation in Learning and Teaching 442

Teachers' Casebook—Motivating Students When Resources Are Thin: What Would You Do? 442**Overview and Objectives 443****What Is Motivation? 444**

Meeting Some Students 444

Intrinsic and Extrinsic Motivation 445

Five General Approaches to Motivation 446

Behavioral Approaches to Motivation 446

Humanistic Approaches to Motivation 446

Cognitive Approaches to Motivation 447

Social Cognitive Theories 447

Sociocultural Conceptions of Motivation 447

Needs 448

Maslow's Hierarchy of Needs 448

- Self-Determination: Need for Competence, Autonomy, and Relatedness 449
 - Self-Determination in the Classroom 450
 - Information and Control 450
 - Guidelines: Supporting Self-Determination and Autonomy 451**
 - The Need for Relatedness 451
 - Needs: Lessons for Teachers 452
 - Goal Orientations 452**
 - Types of Goals and Goal Orientations 452
 - Four Achievement Goal Orientations in School 453
 - Wait—Are Performance Goals Always Bad? 454
 - Beyond Mastery and Performance 455
 - Goals in Social Context 455
 - Feedback, Goal Framing, and Goal Acceptance 456
 - Goals: Lessons for Teachers 456
 - Beliefs and Self-Perceptions 456**
 - Beliefs About Knowing: Epistemological Beliefs 456
 - Beliefs About Ability 457
 - Beliefs About Causes and Control: Attribution Theory 458
 - Attributions in the Classroom 459
 - Teacher Actions and Student Attributions 459
 - Beliefs About Self-Worth 460
 - Learned Helplessness 460
 - Self-Worth 460
 - Guidelines: Encouraging Self-Worth 462**
 - Beliefs and Attributions: Lessons for Teachers 462
 - Interests, Curiosity, Emotions, and Anxiety 462**
 - Tapping Interests 463
 - Catching and Holding Interests 463
 - Point/Counterpoint: Does Making Learning Fun Make for Good Learning? 464
 - Curiosity: Novelty and Complexity 465
 - Flow 465
 - Emotions and Anxiety 465
 - Neuroscience and Emotion 465
 - Guidelines: Building on Students' Interests and Curiosity 466**
 - Achievement Emotions 467
 - Arousal and Anxiety 467
 - Anxiety in the Classroom 468
 - How Does Anxiety Interfere with Achievement? 468
 - Reaching Every Student: Coping with Anxiety 469
 - Guidelines: Coping with Anxiety 470**
 - Curiosity, Interests, and Emotions: Lessons for Teachers 470
 - Motivation to Learn in School: On Target 471**
 - Tasks for Learning 472
 - Task Value 472
 - Beyond Task Value to Genuine Appreciation 472
 - Authentic Tasks 472
 - Supporting Autonomy and Recognizing Accomplishment 473
 - Supporting Choices 473
 - Recognizing Accomplishment 473
 - Grouping, Evaluation, and Time 474
 - Grouping and Goal Structures 474
 - Evaluation 474
 - Time 475
 - Putting It All Together 475
 - Diversity in Motivation 477
 - Lessons for Teachers: Strategies to Encourage Motivation 477
 - Can I Do It? Building Confidence and Positive Expectations 478
 - Do I Want to Do It? Seeing the Value of Learning 478
 - What Do I Need to Do to Succeed? Staying Focused on the Task 479
 - Do I Belong in This Classroom? 479
 - Guidelines: Motivation to Learn: Family and Community Partnerships 480**
 - Summary 480**
 - Practice Using What You Have Learned 483**
 - Key Terms 484**
 - Teachers' Casebook—Motivating Students When Resources Are Thin: What Would They Do? 485**
- ## PART III: TEACHING AND ASSESSING
- # 13 Creating Learning Environments 486
- Teachers' Casebook—Bullies and Victims: What Would You Do? 486**
 - Overview and Objectives 487**
 - The What and Why of Classroom Management 488**
 - The Basic Task: Gain Their Cooperation 490
 - The Goals of Classroom Management 491
 - Access to Learning 491
 - More Time for Learning 491
 - Management for Self-Management 492
 - Creating a Positive Learning Environment 493**
 - Some Research Results 493
 - Routines and Rules Required 494
 - Routines and Procedures 494
 - Rules 494
 - Rules for Elementary School 494
 - Guidelines: Establishing Class Routines 495**
 - Rules for Secondary School 496
 - Consequences 496
 - Who Sets the Rules and Consequences 496
 - Planning Spaces for Learning 497
 - Personal Territories 498
 - Interest Areas 498
 - Guidelines: Designing Learning Spaces 499**
 - Getting Started: The First Weeks of Class 499**

Effective Managers for Elementary Students 499
 Effective Managers for Secondary Students 501

Maintaining a Good Environment for Learning 501
 Encouraging Engagement 501
[Guidelines: Keeping Students Engaged 502](#)
 Prevention Is the Best Medicine 502
 Withitness 503
 Overlapping and Group Focus 503
 Movement Management 503
 Student Social Skills as Prevention 503
 Caring Relationships: Connections with School 504
 School Connections 504
 Creating Communities of Care for Adolescents 504
[Guidelines: Creating Caring Relationships 505](#)

Dealing with Discipline Problems 506
 Stopping Problems Quickly 506
[Guidelines: Imposing Penalties 507](#)
 Bullying and Cyberbullying 508
 Victims 508
 Why Do Students Bully? 510
 Bullying and Teasing 510
 Changing Attributions 511
 Cyberbullying 511
 Special Problems with High School
 Students 512
[Guidelines: Handling Potentially Explosive
 Situations 513](#)
 Point/Counterpoint: Is Zero Tolerance
 a Good Idea? 514

The Need for Communication 515
 Message Sent—Message Received 515
 Diagnosis: Whose Problem Is It? 516
 Counseling: The Student’s Problem 516
 Confrontation and Assertive Discipline 517
 “I” Messages 517
 Assertive Discipline 517
 Confrontations and Negotiations 518
 Reaching Every Student: Peer Mediation
 and Restorative Justice 518
 Peer Mediation 519
 Restorative Justice 519
 The 4 RS 519
 Research on Management Approaches 520
 Integrating Ideas 520
[Guidelines: Family and Community
 Partnerships—Classroom Management 520](#)
 Connecting with Families About Classroom
 Management 521

Diversity: Culturally Responsive Management 521
Summary 522
Practice Using What You Have Learned 524
Key Terms 525
**Teachers’ Casebook—Bullies and Victims: What Would
 They Do? 526**

14 Teaching Every Student 528

**Teachers’ Casebook—Reaching and Teaching Every Student:
 What Would You Do? 528**

Overview and Objectives 529

Research on Teaching 530
 Characteristics of Effective Teachers 530
 Clarity and Organization 530
 Warmth and Enthusiasm 530
 Knowledge for Teaching 531
 Recent Research on Teaching 531

The First Step: Planning 533
 Research on Planning 533
 Objectives for Learning 534
 An Example of Standards: The Common Core 534
 An Example of Standards for Teachers: Technology 535
 Classrooms: Instructional Objectives 536
 Mager: Start with the Specific 536
 Gronlund: Start with the General 536
 Flexible and Creative Plans—Using Taxonomies 537
 The Cognitive Domain 537
 The Affective Domain 538
 The Psychomotor Domain 538
[Guidelines: Using Instructional Objectives 539](#)
 Planning from a Constructivist Perspective 539

Teaching Approaches 540
 Direct Instruction 540
 Rosenshine’s Six Teaching Functions 541
 Advance Organizers 541
 Why Does Direct Instruction Work? 542
 Evaluating Direct Instruction 542
 Seatwork and Homework 543
 Seatwork 543
[Guidelines: Effective Direct Instruction 544](#)
 Homework 545
 Questioning, Discussion, and Dialogue 545
 Point/Counterpoint: Is Homework a Valuable Use of Time? 546
[Guidelines: Family and Community Partnerships—Homework 547](#)
 Kinds of Questions 547
 Fitting the Questions to the Students 547
 Responding to Student Answers 549
 Group Discussion 549
 Fitting Teaching to Your Goals 550
 Putting It All Together: Understanding by Design 550
[Guidelines: Productive Group Discussions 551](#)

Differentiated Instruction and Adaptive Teaching 553
 Within-Class and Flexible Grouping 553
 The Problems with Ability Grouping 553
 Flexible Grouping 553
[Guidelines: Using Flexible Grouping 554](#)
 Adaptive Teaching 554
 Reaching Every Student: Differentiated Instruction in Inclusive
 Classrooms 555

Technology and Differentiation 557
[Guidelines: Teachers as Mentors](#) 558
 Mentoring Students as a Way of Differentiating
 Teaching 559

Teacher Expectations 559

Two Kinds of Expectation Effects 559
 Sources of Expectations 560
 Do Teachers' Expectations Really Affect Students'
 Achievement? 560
 Instructional Strategies 561
 Teacher–Student Interactions 561
 Lessons for Teachers: Communicating Appropriate
 Expectations 561
[Guidelines: Avoiding the Negative Effects of Teacher
 Expectations](#) 562

Summary 563

Practice Using What You Have Learned 565

Key Terms 565

Teachers' Casebook—Reaching and Teaching Every Student: What Would They Do? 566

15 Classroom Assessment, Grading, and Standardized Testing 568

Teachers' Casebook—Giving Meaningful Grades: What Would You Do? 568

Overview and Objectives 569

Basics of Assessment 570

Measurement and Assessment 570
 Formative and Summative Assessment 570
 Norm-Referenced Test Interpretations 571
 Criterion-Referenced Test Interpretations 572
 Assessing the Assessments: Reliability and Validity 573
 Reliability of Test Scores 573
 Error in Scores 573
 Confidence Interval 573
 Validity 574
 Absence of Bias 574

Classroom Assessment: Testing 575

Using the Tests from Textbooks 576
 Objective Testing 576
 Using Multiple-Choice Tests 577
 Writing Multiple-Choice Questions 577
 Essay Testing 577
 Constructing Essay Tests 577
[Guidelines: Writing Objective Test Items](#) 578
 Evaluating Essays 578
 The Value of Traditional Testing 579
 Criticisms of Traditional Tests 579

Authentic Classroom Assessments 580

Portfolios and Exhibitions 580
 Portfolios 581
 Exhibitions 581

[Guidelines: Creating Portfolios](#) 582

Evaluating Portfolios and Performances 582
 Scoring Rubrics 582

[Guidelines: Developing a Rubric](#) 583

Reliability, Validity, Generalizability 584
 Diversity and Bias in Performance Assessment 585
 Informal Assessments 585
 Journals 585
 Involving Students in Assessments 586

Grading 587

Norm-Referenced versus Criterion-Referenced
 Grading 587
 Effects of Grading on Students 588
 The Value of Failing? 589
 Retention in Grade 589
 Grades and Motivation 589
 Point/Counterpoint: Should Children Be Held Back? 590
 Beyond Grading: Communicating with Families 591
[Guidelines: Using Any Grading System](#) 592

Standardized Testing 593

Types of Scores 593
 Measurements of Central Tendency and Standard
 Deviation 593
 The Normal Distribution 594
 Percentile Rank Scores 595
 Grade-Equivalent Scores 595
 Standard Scores 595
 Interpreting Standardized Test Reports 597
 Discussing Test Results with Families 598
 Accountability and High-Stakes Testing 598
[Guidelines: Family and Community Partnerships—
 Conferences and Explaining Test Results](#) 599
 Making Decisions 599
 What Do Teachers Think? 600
 Documented Problems with High-Stakes Testing 600
 Using High-Stakes Testing Well 601
[Guidelines: Preparing Yourself and Your Students for Testing](#) 602
 Reaching Every Student: Helping Students with Disabilities
 Prepare for High-Stakes Tests 603
 Current Directions: Value-Added and PARCC 603
 Value-Added Measures 603
 PARCC Tests 604
 Lessons for Teachers: Quality Assessment 604

Summary 605

Practice Using What You Have Learned 607

Key Terms 607

Teachers' Casebook—Giving Meaningful Grades: What Would They Do? 608

Appendix A-1

Glossary G-1

References R-1

Name Index N-1

Subject Index S-1

Special Features

TEACHERS' CASEBOOK: WHAT WOULD YOU DO?

Leaving No Student Behind 2
Leaving No Student Behind 27
Symbols and Cymbals 30
Symbols and Cymbals 70
Mean Girls 72
Mean Girls 116
Including Every Student 118
Including Every Student 168
Cultures Clash in the Classroom 170
Cultures Clash in the Classroom 206
White Girls Club 208
White Girls Club 247
Sick of Class 250
Sick of Class 286
Remembering the Basics 288
Remembering the Basics 324
Uncritical Thinking 326
Uncritical Thinking 366
Learning to Cooperate 368
Learning to Cooperate 408
Failure to Self-Regulate 410
Failure to Self-Regulate 440
Motivating Students When Resources Are Thin 442
Motivating Students When Resources Are Thin 485
Bullies and Victims 486
Bullies and Victims 526
Reaching and Teaching Every Student 528
Reaching and Teaching Every Student 566
Giving Meaningful Grades 568
Giving Meaningful Grades 608

GUIDELINES

Family and Community Partnerships—Helping Families Care for Preoperational Children 49
Teaching the Concrete-Operational Child 51

Helping Students to Use Formal Operations 53
Applying Vygotsky's Ideas in Teaching 66
Dealing with Physical Differences in the Classroom 76
Supporting Positive Body Images in Adolescents 80
Family and Community Partnerships—Connecting with Families 84
Helping Children of Divorce 85
Dealing with Aggression and Encouraging Cooperation 90
Encouraging Initiative and Industry 96
Supporting Identity Formation 98
Interpreting IQ Scores 129
Family and Community Partnerships—Productive Conferences 138
Disciplining Students with Emotional Problems 149
Teaching Students with Intellectual Disabilities 152
Supporting Language and Promoting Literacy 178
Promoting Language Learning 185
Providing Emotional Support and Increasing Self-Esteem for Students Who Are ELLs 198
Family and Community Partnerships—Welcoming all Families 200
Teaching Students Who Live in Poverty 221
Avoiding Gender Bias in Teaching 234
Family and Community Partnerships 239
Culturally Relevant Teaching 243
Applying Classical Conditioning 255
Applying Operant Conditioning: Using Praise Appropriately 264
Applying Operant Conditioning: Encouraging Positive Behaviors 266
Applying Operant Conditioning: Using Punishment 272
Family and Community Partnerships—Applying Operant Conditioning: Student Self-Management 278
Gaining and Maintaining Attention 297
Family and Community Partnerships—Organizing Learning 313
Helping Students Understand and Remember 320
Becoming an Expert Student 338
Applying Problem Solving 348
Applying and Encouraging Creativity 354

Family and Community Partnerships—Promoting Transfer 362
 Using Cooperative Learning 394
 Family and Community Partnerships—Service Learning 396
 Using Computers 402
 Supporting the Development of Media Literacy 404
 Using Observational Learning 418
 Encouraging Self-Efficacy 421
 Family and Community Partnerships—Supporting
 Self-Regulation at Home and in School 430
 Encouraging Emotional Self-Regulation 432
 Supporting Self-Determination and Autonomy 451
 Encouraging Self-Worth 462
 Building on Students' Interests and Curiosity 466
 Coping with Anxiety 470
 Motivation to Learn: Family and Community Partnerships—
 Understand family goals for children 480
 Establishing Class Routines 495
 Designing Learning Spaces 499
 Keeping Students Engaged 502
 Creating Caring Relationships 505
 Imposing Penalties 507
 Handling Potentially Explosive Situations 513
 Family and Community Partnerships—Classroom
 Management 520
 Using Instructional Objectives 539
 Effective Direct Instruction 544
 Family and Community Partnerships—Homework 547
 Productive Group Discussions 551
 Using Flexible Grouping 554

Teachers as Mentors 558
 Avoiding the Negative Effects of Teacher Expectations 562
 Writing Objective Test Items 578
 Creating Portfolios 582
 Developing a Rubric 583
 Using Any Grading System 592
 Family and Community Partnerships—Conferences
 and Explaining Test Results 599
 Preparing Yourself and Your Students for Testing 602

POINT/COUNTERPOINT

What Kind of Research Should Guide Education? 19
 Brain-Based Education 40
 What Should Schools Do to Encourage Students'
 Self-Esteem? 104
 Pills or Skills for Children with ADHD? 144
 What Is the Best Way to Teach Students Who Are ELLs? 193
 Is Tracking an Effective Strategy? 220
 Should Students Be Rewarded for Learning? 280
 What's Wrong with Memorizing? 318
 Should Schools Teach Critical Thinking and Problem
 Solving? 358
 Are Inquiry and Problem-Based Learning Effective Teaching
 Approaches? 383
 Are High Levels of Teacher Efficacy Beneficial? 423
 Does Making Learning Fun Make for Good Learning? 464
 Is Zero Tolerance a Good Idea? 514
 Is Homework a Valuable Use of Time? 546
 Should Children Be Held Back? 590

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1 | LEARNING, TEACHING, AND EDUCATIONAL PSYCHOLOGY

TEACHERS' CASEBOOK

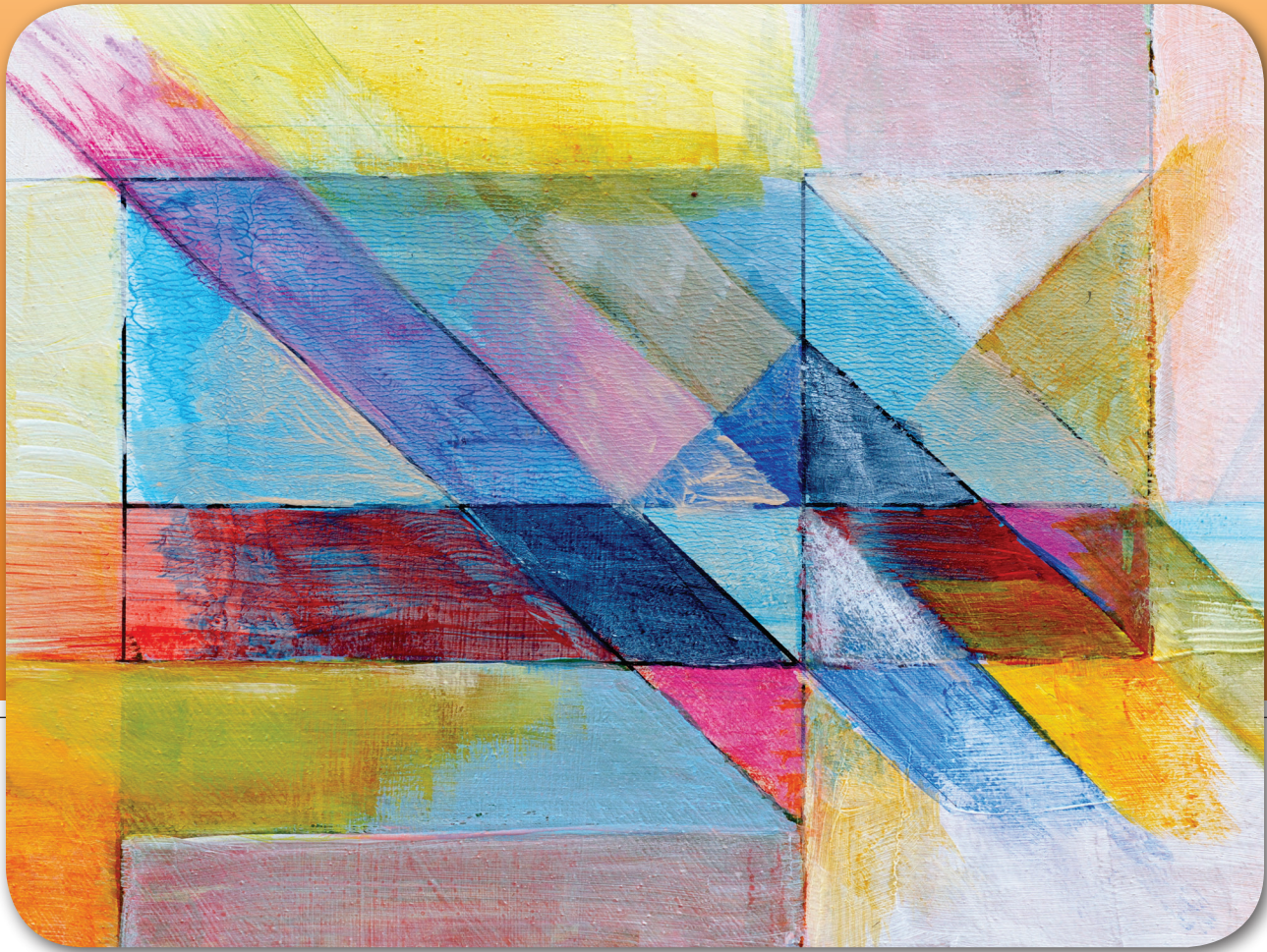
WHAT WOULD YOU DO? LEAVING NO STUDENT BEHIND

It is your second year as a teacher in the Davis East school district. Over the last 4 years, the number of students from immigrant families has increased dramatically in your school. In your class, you have two students who speak Somali, one Hmong, one Farsi, and three Spanish speakers. Some of them know a little English, but many have very few words other than "OK." If there had been more students from each of the language groups, the district would have given your school additional resources and special programs in each language, providing you extra help, but there are not quite enough students speaking most of the languages to meet the requirements. In addition, you have several students with

special needs; learning disabilities, particularly problems in reading, seem to be the most common. Your state and district require you to prepare *all* your students for the achievement tests in the spring, and the national emphasis is on readiness for college and career by the end of high school—for *everyone*. Your only possible extra resource is a student intern from the local college.

CRITICAL THINKING

- What would you do to help all your students to progress and prepare for the achievement tests?
- How would you make use of the intern so that both she and your students learn?
- How could you involve the families of your non-English-speaking students and students with learning disabilities to support their children's learning?



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OVERVIEW AND OBJECTIVES

Like many students, you may begin this course with a mixture of anticipation and wariness. Perhaps you are required to take educational psychology as part of a program in teacher education, speech therapy, nursing, or counseling. You may have chosen this class as an elective. Whatever your reason for enrolling, you probably have questions about teaching, schools, students—or even about yourself—that you hope this course may answer. I have written the 13th edition of *Educational Psychology* with questions such as these in mind.

In this first chapter, we begin with the state of education in today's world. Teachers have been both criticized as ineffective and lauded as the best hope for young people. Do teachers make a difference in students' learning? What characterizes good teaching—how do truly effective teachers think and act? What do they believe about student, learning, and themselves? Only when you are aware of the challenges and possibilities of teaching and learning today can you appreciate the contributions of educational psychology.

After a brief introduction to the world of the teacher, we turn to a discussion of educational psychology itself. How

can principles identified by educational psychologists benefit teachers, therapists, parents, and others who are interested in teaching and learning? What exactly is the content of educational psychology, and where does this information come from? Finally, we consider an overview of a model that organizes research in educational psychology to identify the key student and school factors related to student learning (J. Lee & Shute, 2010). My goal is that you will become a confident and competent beginning teacher, so by the time you have completed this chapter, you should be able to:

- Objective 1.1 Describe the key elements of and changes to the No Child Left Behind Act.
- Objective 1.2 Discuss the essential features of effective teaching, including different frameworks describing what good teachers do.
- Objective 1.3 Describe the methods used to conduct research in the field of educational psychology and the kinds of questions each method can address.
- Objective 1.4 Recognize how theories and research in development and learning are related to educational practice.

LEARNING AND TEACHING TODAY

Welcome to my favorite topic—educational psychology—the study of development, learning, motivation, teaching, and assessment in and out of schools. I believe this is the most important course you will take to prepare for your future as an educator in the classroom or the consulting office, whether your “students” are children or adults learning how to read or individuals discovering how to improve their diets. In fact, there is evidence that new teachers who have course work in development and learning are twice as likely to stay in teaching (National Commission on Teaching and America’s Future, 2003). This may be a required course for you, so let me make the case for educational psychology, first by introducing you to classrooms today.

Students Today: Dramatic Diversity and Remarkable Technology

Who are the students in American classrooms today? Here are a few statistics about the United States and Canada (Children’s Defense Fund, 2012; Dewan, 2010; Freisen, 2010; Meece & Kurtz-Costes, 2001; National Center for Child Poverty, 2013; National Center for Education Statistics, 2013; U.S. Census Bureau, 2010a).

- In 2010, 13% of the people living in the United States were born outside of the United States, and 20% spoke a language other than English at home—about 60% of these families spoke Spanish. Today, about 22% of children under the age of 18 are Latino. By 2050, Latinos will comprise about one quarter of the U.S. population (U.S. Census Bureau, 2010b).
 - In Canada, projections are that by 2031, one in three Canadians will belong to a visible minority, with South Asians being the largest group represented. About 17% of the population report that their first language is not French or English but instead is one of over 100 other languages.
 - In the 2011–2012 school year, about 60% of students with disabilities spent most of their time in general education classrooms.
 - In America, more than 16 million children—about 22% of all children—live in poverty, defined in 2013 by the U.S. Department of Health and Human Services as an income of \$23,550 for a family of four (\$29,440 in Alaska and \$27,090 in Hawaii). Of those over 16 million, over 7 million live in extreme poverty. The United States has the *second highest* rate of child poverty among the economically advantaged countries of the world. Only Romania has a higher rate of child poverty. Iceland, the Scandinavian countries, Cyprus, and the Netherlands have the lowest rates of child poverty, about 7% or less (UNICEF, 2012; U.S. Census Bureau, 2011a).
 - The average wealth of White households is 18 times the wealth of Hispanic households and 20 times higher than Black households. These are the largest gaps observed since these data were first published a quarter century ago (Children’s Defense Fund, 2012).
 - About one in six American children have a mild-to-severe developmental disability such as speech and language impairments, intellectual disabilities, cerebral palsy, or autism (Centers for Disease Control, 2013).
 - Out of 100 graduates in the high school class of 2013, about 71 had experienced physical assault; 51 had used alcohol, cigarettes, or illicit drugs in the previous 30 days, and 7 smoked marijuana every day; 48 were sexually active, but only 27 used condoms the last time they had sex; 39 had been bullied physically or emotionally; 20 watched 4 hours or more of television every day; 17 were employed; 16 had carried a weapon in the previous year; 12 had attention-deficit hyperactivity disorder (ADHD); and 4 had an eating disorder (Child Trends, 2013).

In contrast, because of the effects of mass media, these diverse students share many similarities today, particularly the fact that most are far more technologically literate than their teachers. For example:

- Infants to 8-year-olds spend an average of almost 2 hours each day watching TV or videos, 29 minutes listening to music, and 25 minutes working with

OUTLINE

Teachers’ Casebook—Leaving No Student Behind: What Would You Do?

Overview and Objectives

Learning and Teaching Today

Students Today: Dramatic Diversity and Remarkable Technology

Confidence in Every Context

High Expectations for Teachers and Students

Do Teachers Make a Difference?

What Is Good Teaching?

Inside Three Classrooms

Beginning Teachers

The Role of Educational Psychology

In the Beginning: Linking Educational Psychology and Teaching

Educational Psychology Today

Is It Just Common Sense?

Using Research to Understand and Improve Learning

Theories for Teaching

Supporting Student Learning

Summary and Key Terms

The Casebook—Leaving No Student Behind: What Would They Do?

computers or computer games. In 2013, 75% of homes with children under age 8 had a smartphone, tablet, or other mobile device (Common Sense Media, 2012, 2013).

- Among teens, 77% have a cell phone; about one third of these are smartphones. And 90% of 13- to 17-year-olds use social media (Common Sense Media, 2012).

These statistics are dramatic but a bit impersonal. As a teacher, counselor, recreational worker, speech therapist, or family member, you will encounter real children. In this book, you will meet many individuals such as Felipe, a fifth-grade boy from a Spanish-speaking family who is working to learn school subjects and make friends in a language that is new to him; Ternice, an outspoken African American girl in an urban middle school who is hiding her giftedness; Benjamin, a good high school athlete diagnosed with ADHD whose wealthy parents have very high expectations for him and his teachers; Trevor, a second-grade student who has trouble with the meaning of *symbol*; Allison, head of a popular clique and tormentor of the outcast Stephanie; Davy, a shy, struggling reader who is already falling behind in all his second-grade work; Eliot, a bright sixth-grade student with severe learning disabilities; and Jessie, a student in a rural high school who just doesn't seem to care about her sinking grade-point average (GPA) or school in general.

Even though students in classrooms are increasingly diverse in race, ethnicity, language, and economic level, teachers are much less diverse—the percentage of White teachers is increasing (now about 91%), while the percentage of Black teachers is falling, down to about 7%. Clearly, it is important for all teachers to know and be able to work effectively with all their students. Several chapters in this book are devoted to understanding these diverse students. In addition, many times within each chapter, we will explore student diversity and inclusion through research, cases, and practical applications.

Confidence in Every Context

Schools are about teaching and learning; all other activities are secondary to these basic goals. But teaching and learning in the contexts just described can be challenging for both teachers and students. This book is about understanding the complex processes of development, learning, motivation, teaching, and assessment so that you can become a capable and confident teacher.

Much of my own research has focused on **teachers' sense of efficacy**, defined as a teacher's belief that he or she can reach even difficult students to help them learn. This confident belief appears to be one of the few personal characteristics of teachers that predict student achievement (Çakıroğlu, Aydın, & Woolfolk Hoy, 2012; Tschannen-Moran & Woolfolk Hoy, 2001; Tschannen-Moran, Woolfolk Hoy, & Hoy, 1998; Woolfolk & Hoy, 1990; Woolfolk Hoy, Hoy, & Davis, 2009). Teachers with a high sense of efficacy work harder and persist longer even when students are difficult to teach, in part because these teachers believe in themselves and in their students. Also, they are less likely to experience burnout and more likely to be satisfied with their jobs (Fernet, Guay, Senécal, & Austin, 2012; Fives, Hamman, & Olivarez, 2005; Klassen & Chiu, 2010).

I have found that prospective teachers tend to increase in their personal sense of efficacy as a consequence of completing student teaching. But sense of efficacy may decline after the first year as a teacher, perhaps because the support that was there for you in student teaching is gone (Woolfolk Hoy & Burke-Spero, 2005). Teachers' sense of efficacy is higher in schools when the other teachers and administrators have high expectations for students and the teachers receive help from their principals in solving instructional and management problems (Capa, 2005). Another important conclusion from our research is that efficacy grows from real success with students, not just from the moral support or cheerleading of professors and colleagues. Any experience or training that helps you succeed in the day-to-day tasks of teaching will give you a foundation for developing a sense of efficacy in your career. This book was written to provide the knowledge and skills that form a solid foundation for an authentic sense of efficacy in teaching.

High Expectations for Teachers and Students

On January 8, 2002, President George W. Bush signed into law the No Child Left Behind (NCLB) Act. Actually, NCLB was the most recent authorization of the Elementary and Secondary Education Act (ESEA), first passed in 1965. In a nutshell, NCLB required that all students in grades 3 through 8

and once more in high school must take annual standardized achievement tests in reading and mathematics. In addition, they must be tested in science—one test a year in each of three grade spans (3 to 5, 6 to 9, 10 to 12). Based on these test scores, schools were judged to determine if their students were making adequate yearly progress (AYP) toward becoming proficient in the subjects tested. States had some say in defining proficiency and in setting AYP standards. But no matter how states defined these standards, NCLB required that all students must reach proficiency by the end of the 2013–2014 school year. Schools also had to develop AYP goals and report scores separately for several groups, including racial and ethnic minority students, students with disabilities, students whose first language is not English, and students from low-income homes.

For a while, NCLB dominated education. Testing expanded. Often schools and teachers were punished if they did not perform; NCLB was widely criticized. “To date, NCLB’s test based accountability and status bar, 100% proficiency targets have been blunt instruments, generating inaccurate performance results, perverse incentives, and unintended negative consequences” (Hopkins et al., 2013, p. 101). For example, expecting students whose first language is not English to perform at the same level as native speakers on tests given in English set the students up for failure and frustration. Under NCLB, too many schools were labeled as failing. Many educators suggested that accountability measures should focus on growth, not a narrow definition of achievement (McEachin & Polikoff, 2012).

NCLB was supposed to be reauthorized in 2007 or 2008. On March 13, 2010, the Obama Administration released *A Blueprint for Reform: The Reauthorization of the Elementary and Secondary Education Act* (2.ed.gov/policy/elsec/leg/blueprint/publicationtoc.html) to describe a vision for the reauthorization of NCLB. One of the major changes suggested was to move from a punishment-based system to one that rewards excellent teaching and student growth. The Blueprint described five priorities (U.S. Department of Education, 2010):

1. *College- and career-ready students.* Regardless of their income, race, ethnic or language background, or disability status, every student should graduate from high school ready for college or a career. To accomplish this goal, the Blueprint recommends *improved assessments* and *turnaround grants* to transform schools. In addition, Arne Duncan, the Secretary of Education, waived the requirement to reach 100% proficiency for states that can demonstrate they have adopted their own testing and accountability programs and are making progress toward the goal of college or career readiness for all their high school graduates (Dillon, 2011).
2. *Great teachers and leaders in every school.* “Research shows that top-performing teachers can make a dramatic difference in the achievement of their students, and suggests that the impact of being assigned to top-performing teachers year after year is enough to significantly narrow achievement gaps” (U.S. Department of Education, 2010, p. 13). To support this goal, the Blueprint proposed a Teacher and Leader Improvement Fund of competitive grants and new pathways for preparing educators. The focus of this book is to create great leaders in every school.
3. *Equity and opportunity for all students.* All students will be included in an accountability system that builds on college- and career-ready standards, rewards progress and success, and requires rigorous interventions in the lowest performing schools.
4. *Raise the bar and reward excellence.* Race to the Top, a series of competitive grants for schools, provided incentives for excellence by encouraging state and local leaders to work together on ambitious reforms, make tough choices, and develop comprehensive plans that change policies and practices to improve outcomes for students.
5. *Promote innovation and continuous improvement.* In addition to the Race to the Top grants, an Investing in Innovation Fund will support local and nonprofit leaders as they develop and scale up programs that have demonstrated success and discover the next generation of innovative solutions.

Time will tell how these proposals unfold, especially in the challenging economic environment we have experienced lately. One possible change in the next reauthorization of the law may be to focus on the bottom 5% of schools, those that have low achievement year after year (McEachin & Polikoff, 2012).

It seems likely that capable and confident teachers will be required to reach these goals. Is that true? But do teachers really make a difference? Good question.

Do Teachers Make a Difference?

You saw in the statistics presented earlier that in America many children are growing up in poverty. For a while, some researchers concluded that wealth and social status, not teaching, were the major factors determining who learned in schools (e.g., Coleman, 1966). In fact, much of the early research on teaching was conducted by educational psychologists who refused to accept these claims that teachers were powerless in the face of poverty and societal problems (Wittrock, 1986).


How can you decide whether teaching makes a difference? Perhaps one of your teachers influenced your decision to become an educator. Even if you had such a teacher, and I hope you did, one of the purposes of educational psychology in general and this text in particular is to go beyond individual experiences and testimonies, powerful as they are, to examine larger groups. The results of many studies speak to the power of teachers in the lives of students. You will see several examples next.

TEACHER-STUDENT RELATIONSHIPS. Bridgett Hamre and Robert Pianta (2001) followed all the children who entered kindergarten one year in a small school district and continued in that district through the eighth grade. The researchers concluded that the quality of the teacher-student relationship in kindergarten (defined in terms of level of conflict with the child, the child's dependency on the teacher, and the teacher's affection for the child) predicted a number of academic and behavioral outcomes *through the eighth grade*, particularly for students with many behavior problems. Even when the gender, ethnicity, cognitive ability, and behavior ratings of the student were accounted for, the relationship with the teacher still predicted aspects of school success. So students with significant behavior problems in the early years are less likely to have problems later in school if their first teachers are sensitive to their needs and provide frequent, consistent feedback. In another study that followed children from third through fifth grade, Pianta and his colleagues found that two factors helped children with lower skills in mathematics begin to close the achievement gap. The factors were higher-level (not just basic skills) instruction and positive relationships with teachers (Crosnoe, Morrison, Burchinal, Pianta, Keating, Friedman, & Clarke-Stewart, 2010).

It appears that the connection between teacher relationships and student outcomes is widespread. Deborah Roorda and her colleagues (2011) reviewed research from 99 studies around the world that examined the connections between teacher-student relationships and student engagement. Positive teacher relationships predicted positive student engagement at every grade, but the relationships were especially strong for students who were at risk academically and for older students. So evidence is mounting for a strong association between the quality of teacher-child relationships and school performance.

THE COST OF POOR TEACHING. In a widely publicized study, researchers examined how students are affected by having several effective or ineffective teachers in a row (Sanders & Rivers, 1996). They looked at fifth graders in two large metropolitan school systems in Tennessee. Students who had highly effective teachers for third, fourth, and fifth grades scored at the 83rd percentile on average on a standardized mathematics achievement test in one district and at the 96th percentile in the other (99th percentile is the highest possible score). In contrast, students who had the least effective teachers 3 years in a row averaged at the 29th percentile in math achievement in one district and 44th percentile in the other—a difference of over 50 percentile points in both cases! Students who had average teachers or a mixture of teachers with low, average, and high effectiveness for the 3 years had math scores between these extremes. Sanders and Rivers concluded that the best teachers encouraged good-to-excellent gains in achievement for all students, but lower-achieving students were the first to benefit from good teaching. The effects of teaching were cumulative and residual; that is, better teaching in a later grade could partially make up for less effective teaching in earlier grades, but could not erase all the deficits. In fact, one study found that at least 7% of the differences in test score gains for students could be traced to their teachers (Hanushek, Rivkin, & Kain, 2005; Rivkin, Hanushek, & Kain, 2001).

PODCAST 1.1

 In this podcast, textbook author Anita Woolfolk talks about the importance of teachers in students' lives. Did you know that "teacher involvement and caring is the most significant predictor of a student's engagement in school from 1st grade through 12th grade?" Listen to learn more.

ENHANCEDetext *podcast*



Video 1.1

A bilingual teacher conducts a discussion with immigrant high school students. She asks students to discuss what teachers can do to help English learners and students from different cultures.

ENHANCEDetext *video example*

Another study about test score gains from the Los Angeles public schools may be especially interesting to you. Robert Gordon and his colleagues (2006) measured the test performance of elementary school students in *beginning teachers'* classes. Teachers were ranked into quartiles based on how well their students performed during the teachers' first 2 years. Then the researchers looked at the test performance of students in classes with the top 25% of the teachers and the bottom 25% during their third year of teaching. After controlling for the effects of students' prior test scores, their families' wealth, and other factors, the students working with the top 25% of the teachers gained an average of 5 percentile points more compared to students with similar beginning of the year test scores, while students in the bottom 25% lost an average of 5 percentile points. So students working with a less effective teacher could be an average of 10 percentile points behind the students working with an effective teacher. If these losses accumulate, then students working with poorer teachers would fall farther and farther behind. In fact, the researchers speculated that “. . . having a top-quartile teacher four years in a row would be enough to close the black-white test score gap” [of about 34 percentile points] (R. Gordon, Kane, & Staiger, 2006, p. 8).

Effective teachers who establish positive relationships with their students appear to be a powerful force in those students' lives. Students who have problems seem to benefit the most from good teaching. So an important question is, “What makes a teacher effective? What is good teaching?”

ENHANCED *text self-check*

WHAT IS GOOD TEACHING?

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Begin your own development by reading educational publications. One widely read periodical is *Education Week*. You can access it online at edweek.com.

Educators, psychologists, philosophers, novelists, journalists, filmmakers, mathematicians, scientists, historians, policy makers, and parents, to name only a few groups, have examined this question; there are hundreds of answers. And good teaching is not confined to classrooms. It occurs in homes and hospitals, museums and sales meetings, therapists' offices, and summer camps. In this book, we are primarily concerned with teaching in classrooms, but much of what you will learn applies to other settings as well.

Inside Three Classrooms

To begin our examination of good teaching, let's step inside the classrooms of three outstanding teachers. The three situations are real. The first two teachers worked with my student teachers in local elementary and middle schools and were studied by one of my colleagues, Carol Weinstein (Weinstein & Romano, 2015). The third teacher became an expert at helping students with severe learning difficulties, with the guidance of a consultant.

A BILINGUAL FIRST GRADE. Most of the 25 students in Viviana's class have recently emigrated from the Dominican Republic; the rest come from Nicaragua, Mexico, Puerto Rico, and Honduras. Even though the children speak little or no English when they begin school, by the time they leave in June, Viviana has helped them master the normal first-grade curriculum for their district. She accomplishes this by teaching in Spanish early in the year to aid understanding and then gradually introducing English as the students are ready. Viviana does not want her students segregated or labeled as disadvantaged. She encourages them to take pride in their Spanish-speaking heritage and uses every available opportunity to support their developing English proficiency.

Both Viviana's expectations for her students and her commitment to them are high. She has an optimism that reveals her dedication: “I always hope that there's somebody out there that I will reach and that I'll make a difference” (Weinstein & Romano, 2015, p. 15). For Viviana, teaching is not just a job; it is a way of life.

A SUBURBAN FIFTH GRADE. Ken teaches fifth grade in a suburban school in central New Jersey. Students in the class represent a range of racial, ethnic, family income, and language backgrounds. Ken emphasizes “process writing.” His students complete first drafts, discuss them with others in

the class, revise, edit, and “publish” their work. The students also keep daily journals and often use them to share personal concerns with Ken. They tell him of problems at home, fights, and fears; he always takes the time to respond in writing. Ken also uses technology to connect lessons to real life. Students learn about ocean ecosystems by using a special interactive software program. For social studies, the class plays two simulation games that focus on history. One is about coming of age in Native American cultures, and the other focuses on the colonization of America.

Throughout the year, Ken is very interested in the social and emotional development of his students; he wants them to learn about responsibility and fairness as well as science and social studies. This concern is evident in the way he develops his class rules at the beginning of the year. Rather than specifying dos and don'ts, Ken and his students devise a “Bill of Rights” for the class, describing the rights of the students. These rights cover most of the situations that might need a “rule.”

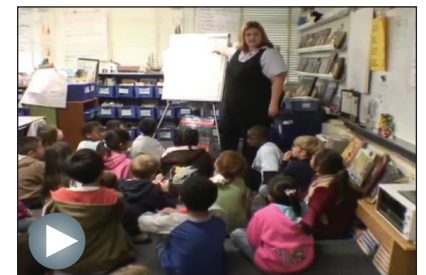
AN INCLUSIVE CLASS. Eliot was bright and articulate. He easily memorized stories as a child, but he could not read by himself. His problems stemmed from severe learning difficulties with auditory and visual integration and long-term visual memory. When he tried to write, everything got jumbled. Dr. Nancy White worked with Eliot's teacher, Mia Russell, to tailor intensive tutoring that specifically focused on Eliot's individual learning patterns and his errors. With his teachers' help, over the next years, Eliot became an expert on his own learning and was transformed into an independent learner; he knew which strategies he had to use and when to use them. According to Eliot, “Learning that stuff is not fun, but it works!” (Hallahan & Kauffman, 2006, pp. 184–185).

What do you see in these three classrooms? The teachers are confident and committed to their students. They must deal with a wide range of students: different languages, different home situations, and different abilities and learning challenges. They must adapt instruction and assessment to students' needs. They must make the most abstract concepts, such as ecosystems, real and understandable for their particular students. The whole time that these experts are navigating through the academic material, they also are taking care of the emotional needs of their students, propping up sagging self-esteem, and encouraging responsibility. If we followed these teachers from the first day of class, we would see that they carefully plan and teach the basic procedures for living and learning in their classes. They can efficiently collect and correct homework, regroup students, give directions, distribute materials, and deal with disruptions—and do all of this while also making a mental note to find out why one of their students is so tired. Finally, they are **reflective**—they constantly think back over situations to analyze what they did and why, and to consider how they might improve learning for their students.

SO WHAT IS GOOD TEACHING? Is good teaching science or art, the application of research-based theories or the creative invention of specific practices? Is a good teacher an expert explainer—“a sage on the stage” or a great coach—“a guide by the side”? These debates have raged for years. In your other education classes, you probably will encounter criticisms of the scientific, teacher-centered sages. You will be encouraged to be inventive, student-centered guides. *But beware of either/or choices.* Teachers must be both knowledgeable and inventive. They must be able to use a range of strategies, and they must also be capable of inventing new strategies. They must have some basic research-based routines for managing classes, but they must also be willing and able to break from the routine when the situation calls for change. They must know the research on student development, and they also need to know their own particular students who are unique combinations of culture, gender, and geography. Personally, I hope you all become teachers who are both sages and guides, wherever you stand.

Another answer to “What is good teaching?” involves considering what different models and frameworks for teaching have to offer. We look at this next.

MODELS OF GOOD TEACHING. In the last few years, educators, policy makers, government agencies, and philanthropists have spent millions of dollars identifying what works in teaching and specifically how to identify good teaching. These efforts have led to a number of models for teaching and teacher evaluation systems. We will briefly examine three to help answer the question, “What is good teaching?” Another reason to consider these models is that when you become a teacher, you



Video 1.2

Teachers must be both knowledgeable and inventive. They must be able to use a range of strategies, and they must also be capable of inventing new strategies. In this video, the teacher knows her students and uses strategies that help each student learn. Observe how she supports students who are English language learners, and observe her method of grouping students to meet diverse needs.

ENHANCEDetext video example