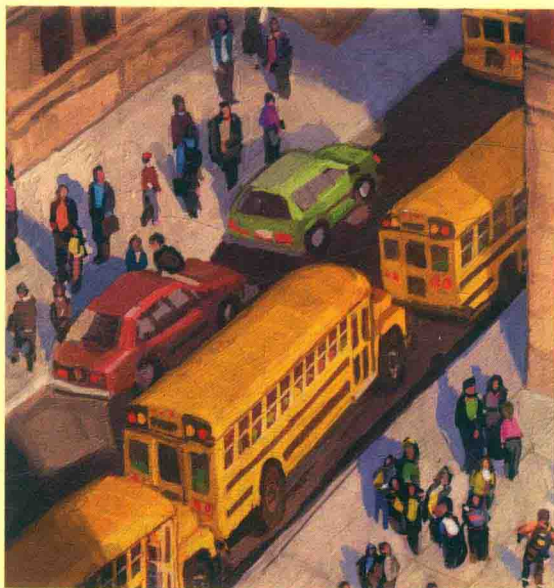




英文版

全球版 · 第 10 版

教育心理学



理论与实践

Educational
Psychology

THEORY AND PRACTICE

10 e

【美】罗伯特·斯莱文 著

Robert E. Slavin



中国工信出版集团



人民邮电出版社
POSTS & TELECOM PRESS

第 10 版

教育心理学

理论与实践

【美】罗伯特·斯莱文 著

人民邮电出版社

北 京

图书在版编目 (CIP) 数据

教育心理学：第 10 版：英文 / (美) 罗伯特·斯莱文著；

—北京：人民邮电出版社，2017.5

ISBN 978-7-115-45111-8

I. ①教… II. ①罗… III. ①教育心理学—英文 IV. ①G44

中国版本图书馆 CIP 数据核字 (2017) 第 042852 号

Original edition, entitled EDUCATIONAL PSYCHOLOGY: PEARSON NEW INTERNATIONAL EDITION: THEORY AND PRACTICE, 10E, by SLAVIN, ROBERT E., published by Pearson Education, Inc, Copyright © 2013 Pearson Education, Inc.

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教育心理学：理论与实践（第 10 版，英文版）

- ◆ 著 [美] 罗伯特·斯莱文
- 策 划 刘 力 陆 瑜
- 责任编辑 刘冰云 刘 洁
- 装帧设计 陶建胜
- ◆ 人民邮电出版社出版发行 北京市丰台区成寿寺路 11 号
- 邮编 100164 电子邮件 315@ptpress.com.cn
- 网址 <http://www.ptpress.com.cn>
- 电话（编辑部）010-84937150 （市场部）010-84937152
- 三河市少明印务有限公司印刷
- 新华书店经销
- ◆ 开本：850×1092 1/16
- 印张：36
- 字数：820 千字 2017 年 5 月第 1 版 2017 年 5 月第 1 次印刷

定价：128.00 元

本书如有印装质量问题，请与本社联系 电话：(010) 84937153

内 容 提 要

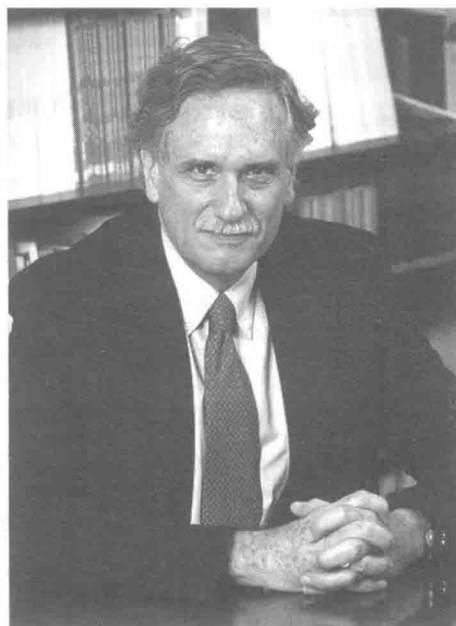
美国著名教育心理学家、约翰·霍普金斯大学罗伯特·斯莱文教授撰写的《教育心理学：理论与实践》是一部堪称典范的心理学教材，在内容体系的构架、事例的科学性、实用性以及可读性等方面广受赞誉。本书即影印自该教材原英文版的第10版。

本书不仅介绍了教育心理学领域内的主要理论、基本概念、基本规律与方法，而且通过大量的真实案例将理论与实践明确地联系起来，教会读者如何将教育心理学的理论知识迁移到现实的课堂教学中，成长为一名“有意识的教师”。作者秉承了理论知识与实用策略并举、多元教学理念与方法并存的特色，每一章都以一幕场景开始，阐释该章强调的实践问题，之后的“理论应用于实践”和“有意识的教师”专栏则提供了进一步的具体策略，以供教师用来改善学生的学习。

第10版对全书进行了修订，增补了新实例，精炼了语言，删除了过时的或无关紧要的内容，补充了教育心理学近十年来的新进展及656篇新的参考文献。本书既可作为高等院校教育心理学课程的教材或参考书，供心理学、教育学专业的教师、学生及研究者使用，也适合各类教育工作者参考阅读。

About the Author

ROBERT SLAVIN is director of the Center for Research and Reform in Education, Johns Hopkins University, director of the Institute for Effective Education at the University of York (England), and chairman of the Success for All Foundation. He received his Ph.D. in Social Relations from Johns Hopkins in 1975, and since that time he has authored more than 200 articles and book chapters on such topics as cooperative learning, ability grouping, school and classroom organization, desegregation, mainstreaming, research review, and evidence-based reform. Dr. Slavin is the author or coauthor of 20 books, including *Cooperative Learning*, *School and Classroom Organization*, *Effective Programs for Students at Risk*, *Preventing Early School Failure*, *Show Me the Evidence: Proven and Promising Programs for America's Schools*, *Two Million Children: Success for All*, *Effective Programs for Latino Students*, and *Educational Research in the Age of Accountability*. In 1985 Dr. Slavin received the Raymond Cattell Early Career Award for Programmatic Research from the American Educational Research Association. In 1988 he received the Palmer O. Johnson Award for the best article in an AERA journal. In 1994 he received the Charles A. Dana Award, in 1998 he received the James Bryant Conant Award from the Education Commission of the States, and in 2000 he received the Distinguished Services Award from the Council of Chief State School Officers. He again received the Palmer O. Johnson award for the best article in an AERA journal in 2008, and received the AERA Review of Research award in 2009.



Preface

When I first set out to write *Educational Psychology: Theory and Practice*, I had a very clear purpose in mind. I wanted to give tomorrow's teachers the intellectual grounding and practical strategies they will need to be effective instructors. Most of the textbooks published then, I felt, fell into one of two categories: stuffy or lightweight. The stuffy books were full of research but were ponderously written, losing the flavor of the classroom and containing few guides to practice. The lightweight texts were breezy and easy to read but lacked the dilemmas and intellectual issues brought out by research. They contained suggestions of the "Try this!" variety, without considering evidence about the effectiveness of those strategies.

My objective was to write a text that

- Presents information that is as complete and up to date as the most research-focused texts but is also readable, practical, and filled with examples and illustrations of key ideas.
- Includes suggestions for practice based directly on classroom research (tempered by common sense) so I can have confidence that when you try what I suggest, it will be likely to work.
- Helps you transfer what you learn in educational psychology to your own teaching by making explicit the connection between theory and practice through numerous realistic examples. Even though I have been doing educational research since the mid-1970s, I find that I never really understand theories or concepts in education until someone gives me a compelling classroom example; and I believe that most of my colleagues (and certainly teacher education students) feel the same way. As a result, the word *example* or similar words appear hundreds of times in this text.
- Appeals to readers; therefore, I have tried to write in such a way that you will almost hear students' voices and smell the lunch cooking in the school cafeteria as you read.

These have been my objectives for the book from the first edition to this, the tenth edition. With every edition, I have made changes throughout the text, adding new examples, refining language, and deleting dated or unessential material. I am meticulous about keeping the text up to date, so this edition has more than 2,000 reference citations, 55 percent of which are from 2000 or later. The tenth edition is updated with more than 656 new references. Although some readers may not care much about citations, I want you and your professors to know what research supports the statements I've made and where to find additional information.

The field of educational psychology and the practice of education have changed a great deal in recent years, and I have tried to reflect these changes in this edition. Several years ago, direct instruction and related teacher effectiveness research were dominant in educational psychology. Then constructivist methods, portfolio and performance assessments, and other humanistic strategies returned. Now, the emphasis is on accountability, which requires teachers more than ever to plan outcomes and teach purposefully, qualities that I emphasize in this edition as *intentional teaching*. In the earliest editions of this text, I said that we shouldn't entirely discard discovery learning and humanistic methods despite the popularity, then, of direct instruction. In the next editions, I made just the opposite plea: that we shouldn't completely discard direct instruction despite the popularity

of active, student-centered teaching and constructivist methods of instruction. I continue to advocate a balanced approach to instruction. No matter what their philosophical orientations, experienced teachers know that they must be proficient in a wide range of methods and must use them thoughtfully.

The tenth edition presents new research and practical applications of many topics. Throughout, this edition reflects the “cognitive revolution” that has transformed educational psychology and teaching. The accompanying figure presents a concept map of the book’s organization.

Given the developments in education in recent years, particularly with the introduction of the No Child Left Behind legislation in 2001 and the focus on standards and accountability that continues in the Obama administration, no one can deny that teachers matter or that teachers’ behaviors have a profound impact on student achievement. To make that impact positive, teachers must have both a deep understanding of the powerful principles of psychology as they apply to education and a clear sense of how these principles can be applied. The intentional teacher is one who constantly reflects on his or her practices and makes instructional decisions based on a clear conception of how these practices affect students. Effective teaching is neither a bag of tricks nor a set of abstract principles; rather, it is intelligent application of well-understood principles to address practical needs. I hope this edition will help you develop the intellectual and practical skills you need to do the most important job in the world—teaching.

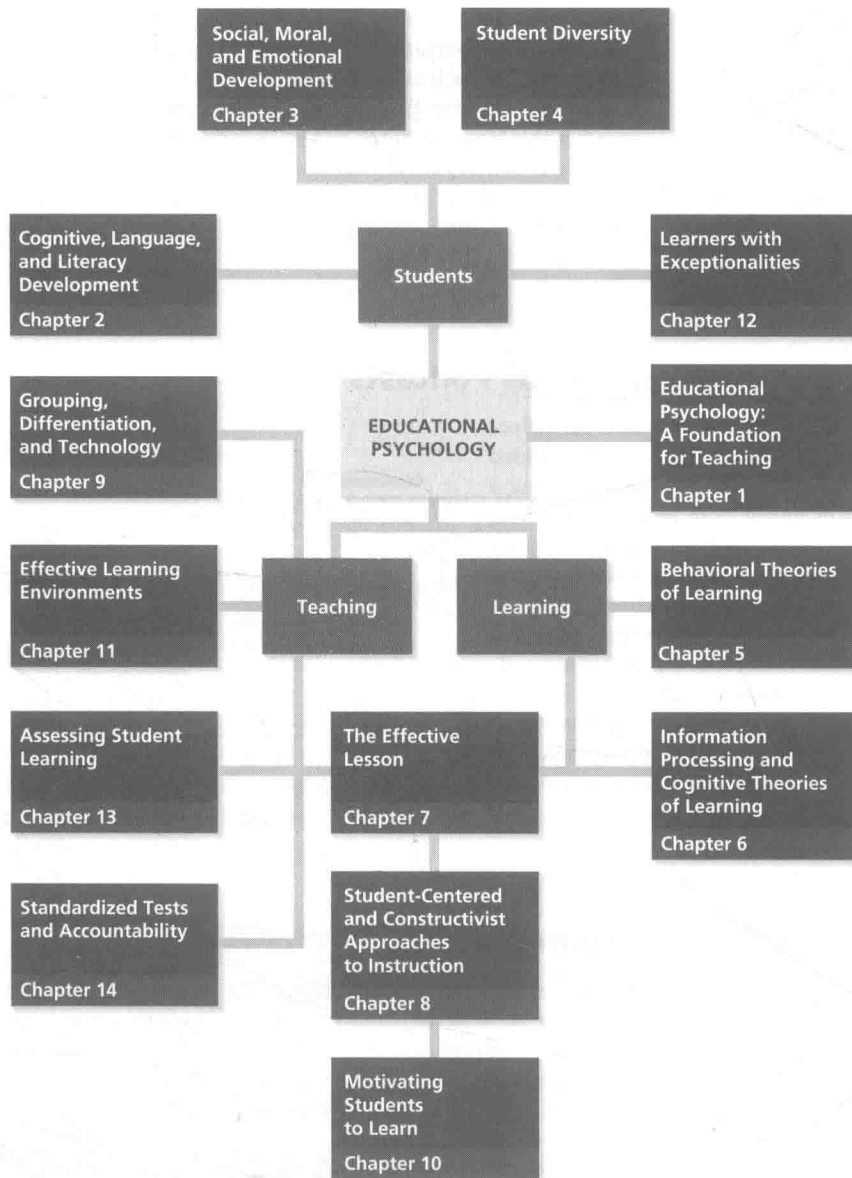
New and Expanded Coverage

Among the many topics that receive new or expanded coverage in this edition are:

- 21st century skills (Chapter 1 and 21st Century Learning features throughout the text)
- Language and literacy development in the elementary years (Chapter 2)
- New research on bilingual education (Chapter 4)
- Emerging research in neuroscience (Chapter 6)
- Expanded coverage on study strategies (Chapter 6)
- The latest research on cooperative learning (Chapter 8)
- New research on tutoring and small group remediation for struggling readers (Chapter 9)
- More on differentiated instruction (Chapter 9)
- New coverage of technology applications (Chapter 9)
- New sections on bullying and classroom management (Chapter 11)
- Expanded coverage of Response to Intervention (Chapter 12)
- Expanded coverage of IEPs (Chapter 12)
- Expanded coverage of autism spectrum disorder (Chapter 12)
- Additional coverage of value-added assessments (Chapter 14)
- New information on testing accommodations for English learners (Chapter 14)
- New Appendix that correlates the content of each chapter to corresponding topics within the Praxis™ Principles of Learning and Teaching Tests
- 656 new and updated references, 55 percent of which are from 2000 or later

How This Book Is Organized

The chapters in this book address three principal themes: students, teaching, and learning (see the Concept Map). Each chapter discusses important theories and includes many examples of how these theories apply to classroom teaching.



This book emphasizes the intelligent use of theory and research to improve instruction. The chapters on teaching occupy about one-third of the total pages in the book, and the other chapters all relate to the meaning of theories and research practice. Whenever possible, the guides in this book present specific programs and strategies that have been evaluated and found to be effective, not just suggestions of things to try.

Features

■ Using Your Experience

Each chapter of the text opens with a vignette depicting a real-life situation that teachers encounter. Throughout the chapter narrative, I refer to the issues raised in the vignette. In addition, you have the opportunity to respond to the vignette in several related features, such as the Using Your Experience sections that follow each vignette. Each of these sections provides critical and creative thinking questions and cooperative learning activities that allow you to work with the issues brought up in the vignette, activate your prior knowledge, and begin thinking about the ideas the chapter will explore.

■ Personal Reflections Podcasts

In line with the emphasis on reflective, intentional practice, I've added a feature that is intended to bring a bit of myself from behind the curtain that usually divides author and readers. I've made available live interviews, called Personal Reflections, in which I reflect on my own experiences as a teacher, researcher, and parent to illuminate various aspects of the text. As a reader, it is important for you to know that behind each textbook is an author whose experiences, values, and perspectives shape the text.

■ 21st Century Learning

Throughout this book, a new feature presents information on 21st century learning that relates to the topic of the chapter. Beyond this, 21st century learning skills are discussed within the main parts of the text, as appropriate.

Educational policies and practices usually lag behind changes in society and the economy. The emphasis on 21st century learning is intended to help educators think more deeply about how each of the decisions they make about curriculum, teaching methods, use of technology, assessments, and so on contributes to helping students succeed not only by today's standards, but also in tomorrow's world.

myeducationlab

Go to the Topic **Research Methods and Teacher Reflections** in the MyEducationLab (www.myeducationlab.com) for your course, where you can:

- Find learning resources for **Research Methods and Teacher Reflections** along with the national standards that connect to these outcomes.
- Complete Assignments and Activities that can help you more deeply understand the chapter content.
- Apply and practice your understanding of the core teaching skills identified in the chapter with the **Building Teaching Skills and Dispositions** learning tools.
- Access video clips of CCSD National Teachers of the Year award winners responding to the question "Why Do I Teach?" in the Teacher Talk section.
- Check your comprehension of the content covered in the chapter by going to the Study Plan in the Book Resources for your text. Here you will be able to take a chapter quiz, receive feedback on your answers, and then access Review, Practice, and

Enrichment activities to enhance your understanding of chapter content.

- Watch author Rick Stavin present **Personal Reflections** podcasts on **Adapting and Using Research to Inform Teaching** in the Book Resources for your text. These respond to the reflection questions that follow.



Adapting Your Reflections: How is my work with this a demonstration of critical thinking? Consider this experience as well as that of Leah Washington in the Chapter 1 opening vignette. What can you learn from these experiences that will help you become an intentional teacher?

Using Research to Inform Teaching Your Reflections: Why was my study named? What lesson can you learn from this example about using research to be an effective teacher?

21st Century Learning

Mindful Use of Technology

Technology is hardly necessary to teach most students, and basic computer technology is not likely to be readily and comfortably used by all students. However, it is increasingly important for teachers to design and implement lessons that require students to engage in the *mindful use of technology* to find useful information, to learn new skills, and to create new content, designs, and other products. Mindful use of technology implies using critical thinking skills to decide what is truly relevant and useful in a body of information, and using learning-to-learn skills to plan a search for information, organize what is found, evaluate the information, and select those it is most useful.

edges, and create reports or other new materials based on the information. Technology makes libraries of information easily available, but it also allows for easy misinterpretation, misreading, and misdirection. Helping students use technology as a tool rather than a given gives them essential skills for the future.

Question
Do you think a classroom discussion of students' negative internet experiences would serve as a warning of what not to do, or do you think it would encourage students to experiment with technology in ways they hadn't thought of and potentially place them in harm's way?



Throughout the text is a series of cartoons created just for this book by my colleague, James Bravo, to illustrate key concepts in educational psychology. These are intended to be humorous and also to make you reflect.

The Theory into Practice sections in each chapter help you acquire and develop the tools you need to be an effective teacher. These sections present specific strategies to apply in your classroom. New Theory into Practice sections have been added throughout this edition.

Each chapter offers features to help you regulate your own learning: a beginning Chapter Outline and Learning Outcomes to guide your reading, glossary and cross-reference Connections annotations in the margins, a Chapter Summary to help you review your reading, and a list of Key Terms with page references.

By definition, reinforcers strengthen behavior. But what happens when reinforcers are withdrawn? Eventually, the behavior will be weakened, and ultimately it will disappear. This process is called **extinction** of a previously learned behavior.

Extinction is rarely a smooth process. When reinforcers are withdrawn, individuals often increase their rate of behavior for a while. For example, think of a door that you've used as a shortcut to somewhere you go frequently. Imagine that one day the door will not open. You may push even harder for a while, shake the door, turn the handle both ways, perhaps even kick the door. You are likely to feel frustrated and angry. However, you will realize that the door is locked and no more. If the door is

[illegible][illegible]

At the end of this chapter, you should be able to

At the end of this chapter, you should be able to

- Describe different types of grouping used to accommodate achievement differences
- List several ways to differentiate instruction for diverse learners
- Identify types of programs for students placed at risk of academic difficulties
- Describe how technology can be used effectively in education



A system of accommodating student differences by dividing a class of students into two or more ability groups for instruction in certain subjects.



To learn more about student differences in general intelligence, specific aptitudes, and abilities and learning styles, see Chapter 4, page 103.

What Are Elements of Effective Instruction

beyond a Good Lesson?

Teachers must know how to adapt instruction to students' levels of knowledge. According to Carroll's Model of School Learning, effectiveness of instruction depends on time needed (a function of student aptitude and ability to understand instruction) and time actually spent learning (which depends on time available, quality of instruction, and student perseverance).

to the teacher's direct control: quality of instruction, appropriate level of instruction, incentive, and amount of time. The model proposes that instruction deficient in any of these elements will be ineffective.

How Are Students Grouped to Accommodate Achievement Differences?

Many schools manage student differences in ability and academic achievement through between-class ability grouping, tracking, or regrouping into separate classes for particular subjects during part of a school day. However, research shows that within-class assignments

Review the following key terms from the chapter:

Review the following key terms from the chapter

- | | | | |
|--------------------------------|-----|--------------------------|-----|
| between-class ability grouping | 253 | Internet | 273 |
| CD-ROM | 275 | Japan | 273 |
| compensatory education | 263 | multimedia | 275 |
| computer-assisted instruction | | nongraded programs | 257 |
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INTASC

- 3 Adapting Instruction for Individual Needs
- 4 Multiple Instructional Strategies
- 6 Communication Skills

Directions: The chapter-opening vignette addresses indicators that are often assessed in state licensure exams. Re-read the chapter-opening vignette and then respond to the following questions.

1. In the first paragraph, Ellen Mahdi does not understand why her students are nonparticipative and nonresponsive. According to educational psychology research, which of the following teacher characteristics is Ellen most likely lacking?
- Classroom management skills
 - Content knowledge
 - Instructional skills
 - Classroom voice
2. Leah Washington talks with Ellen Mahdi about getting
- Student statements for mathematics responses under her behavior.
 - Whole-class instruction is more effective than individualized instruction.
 - Instructional tasks have balance comparing goals according to the needs of particular student and situation.
3. Leah Washington discusses many of her teaching strategies with Ellen Mahdi. One can only see that Leah views teaching as a decision-making process. She measures readiness and

Chapter Content Aligned with PRAXIS™ Topics

- | | |
|--|---|
| <p>A. Students as Learners (Approximately 23 percent of total text) (continued)</p> <p>B. Students as Diverse Learners</p> | |
| <p>1. Differences in the ways students learn and perform</p> | <p>Chapter 2: Cognitive, Language, and Literacy Development</p> <ul style="list-style-type: none"> ■ How Did Piaget View Cognitive Development? <ul style="list-style-type: none"> • Piaget's Stages of Development (pp. 32–39) ■ How Did Vygotsky View Cognitive Development? (pp. 41–44) |

On the Web appears within the text and lists useful websites providing further information on topics discussed in each chapter. This edition adds many new websites, as the number of sites useful to educators is rapidly expanding.

One attribute seems to be a characteristic of all outstanding teachers: intentionality, or the ability to do things for a reason, purposefully. Intentional teachers constantly think about the outcomes they want for their students and how each decision they make moves students toward those outcomes. A key feature in each chapter, *The Intentional Teacher* is designed to help you develop and apply a set of strategies to carry out your intentionality. It will help you internalize a set of questions that can aid you in planning, teaching, and revising your practice in intentional ways. In each chapter, you will consider answers

This edition has multiple tools to help you apply your learning to licensure and certification. In each chapter you can both identify and practice the appropriate knowledge and skills you have attained.

- To help you assess your own learning and prepare for licensure exams, Certification Pointers identify content likely to be on certification tests.
- A special marginal icon identifies content that correlates to INTASC standards. These correspond closely to Praxis, and many state assessments are patterned on Praxis.
- In addition, Self-Assessment: Practicing for Licensure features at the end of each chapter are designed to resemble the types of questions and content typically encountered on state certification tests.

Also see the new Appendix that correlates the content of each chapter heading and features to corresponding topics within the Praxis Principles of Learning and Teaching Tests.

 ON THE WEB

More information on autism spectrum disorders can be found at www.autism-society.org. Also see the CDC website (www.cdcfoundation.org/healththreats/autism.aspx) and the CEC website (www.cec.sped.org/AM/Template.cfm?Section=Autism_Aspenier_S_Syndrome&Template=/TaggedPage/TaggedPageDisplay.cfm&PLID=37&ContentID=5598).

USING WHAT YOU KNOW about Learners with Exceptionalities to Improve Teaching and Learning



- [illegible]

INTASC: ☐ Answer of (label) (number)
☐ Answer type

- [illegible]

to the following questions from a new vantage point grounded in chapter content, and you will find new examples at all grade levels and in all subject areas to illustrate those answers. The Intentional Teacher focuses your attention on these questions:

1. What do I expect my students to know and be able to do at the end of this lesson? How does this contribute to course objectives and to students' needs to become capable individuals?
2. What knowledge, skills, needs, and interests do my students have that must be taken into account in my lesson?
3. What do I know about the content, child development, learning, motivation, and effective teaching strategies that I can use to accomplish my objectives?
4. What instructional materials, technology, assistance, and other resources are available to help me accomplish my objectives?
5. How will I plan to assess students' progress toward my objectives?
6. How will I respond if individual children or the class as a whole are not on track toward success? What is my backup plan?

The Intentional Teacher will help you combine your increasing knowledge of principles of educational psychology, your growing experience with learners, and your creativity to make intentional instructional decisions that will help students become enthusiastic, effective learners.



In *Preparing Teachers for a Changing World*, Linda Darling-Hammond and her colleagues point out that grounding teacher education in real classrooms—among real teachers and students and among actual examples of students' and teachers' work—is an important, and perhaps even an essential, part of training teachers for the complexities of teaching in today's classrooms. MyEducationLab is an online learning solution that provides contextualized interactive exercises, simulations, and other resources designed to help develop the knowledge and skills teachers need. All of the activities and exercises in MyEducationLab are built around essential learning outcomes for teachers and are mapped to professional teaching standards. Utilizing classroom video, authentic student and teacher artifacts, case studies, and other resources and assessments, the scaffolded learning experiences in MyEducationLab offer pre-service teachers and those who teach them a unique and valuable education tool.

For each topic covered in your course you will find most or all of the following features and resources.

■ Connection to National Standards

Now it is easier than ever to see how coursework is connected to national standards. Each topic on MyEducationLab lists intended learning outcomes connected to the appropriate national standards. And all of the activities and exercises in MyEducationLab are mapped to the appropriate national standards and learning outcomes as well.

■ Assignments and Activities

Designed to enhance student understanding of concepts covered in class and save instructors preparation and grading time, these assignable exercises show concepts in action (through video, cases, and/or student and teacher artifacts). They help students deepen

content knowledge and synthesize and apply concepts and strategies they read about in the book. (Correct answers for these assignments are available to the instructor only under the Instructor Resource tab.)

■ Building Teaching Skills and Dispositions

These learning units help students practice and strengthen skills that are essential to quality teaching. After presenting the steps involved in a core teaching process, students are given an opportunity to practice applying this skill via videos, student and teacher artifacts, and/or case studies of authentic classrooms. Providing multiple opportunities to practice a single teaching concept, each activity encourages a deeper understanding and application of concepts, as well as the use of critical thinking skills.

■ IRIS Center Resources

The IRIS Center at Vanderbilt University (<http://iris.peabody.vanderbilt.edu>), funded by the U.S. Department of Education's Office of Special Education Programs (OSEP), develops training enhancement materials for pre-service and in-service teachers. The Center works with experts from across the country to create challenge-based interactive modules, case study units, and podcasts that provide research-validated information about working with students in inclusive settings. In your MyEducationLab course we have integrated this content where appropriate.

■ Simulations in Classroom Management

One of the most difficult challenges facing teachers today is how to balance classroom instruction with classroom management. These interactive cases focus on the classroom management issues teachers most frequently encounter on a daily basis. Each simulation presents a challenge scenario at the beginning and then offers a series of choices to solve each challenge. Along the way students receive mentor feedback on their choices and have the opportunity to make better choices if necessary. Upon exiting each simulation students will have a clear understanding of how to address these common classroom management issues and will be better equipped to handle them in the classroom.

■ Teacher Talk

This feature emphasizes the power of teaching through videos of master teachers who tell their own compelling stories of why they teach. These videos help teacher candidates see the bigger picture and consider why what they are learning is important to their career as a teacher. Each of these featured teachers has been awarded the Council of Chief State School Officers Teachers of the Year award, the oldest and most prestigious award for teachers.

■ Study Plan

A MyEducationLab Study Plan is a multiple-choice assessment tied to chapter objectives, supported by study material. A well-designed Study Plan offers multiple opportunities to fully master required course content as identified by the objectives in each chapter:

- **Chapter Objectives** identify the learning outcomes for the chapter and give students targets to shoot for as they read and study.
- **Multiple Choice Assessments** assess mastery of the content. These assessments are mapped to chapter objectives, and students can take the multiple choice quiz as many times as they want. Not only do these quizzes provide overall scores for

each objective, but they also explain why responses to particular items are correct or incorrect.

- **Study Material: Review, Practice, and Enrichment** gives students a deeper understanding of what they do and do not know related to chapter content. This material includes text excerpts, activities that include hints and feedback, and interactive multimedia exercises built around videos, simulations, cases, or classroom artifacts.

■ Course Resources

The Course Resources section on MyEducationLab is designed to help students put together an effective lesson plan, prepare for and begin their career, navigate their first year of teaching, and understand key educational standards, policies, and laws. The Course Resources Tab includes the following:

- The **Lesson Plan Builder** is an effective and easy-to-use tool that students can use to create, update, and share quality lesson plans. The software also makes it easy to integrate state content standards into any lesson plan.
- The **Preparing a Portfolio** module provides guidelines for creating a high-quality teaching portfolio.
- **Beginning Your Career** offers tips, advice, and other valuable information on
 - *Resume Writing and Interviewing*: Includes expert advice on how to write impressive resumes and prepare for job interviews.
 - *Your First Year of Teaching*: Provides practical tips to set up a first classroom, manage student behavior, and more easily organize for instruction and assessment.
 - *Law and Public Policies*: Details specific directives and requirements teachers need to understand under the No Child Left Behind Act and the Individuals with Disabilities Education Improvement Act of 2004.

■ Certification and Licensure

The Certification and Licensure section is designed to help students pass their licensure exams by giving them access to state test requirements, overviews of what tests cover, and sample test items. The Certification and Licensure tab includes the following:

- **State Certification Test Requirements**: Here students can click on a state and will then be taken to a list of state certification tests.
- **Licensure Exams**: Here students can click on the exams they need to take to find
 - Basic information about each test
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- **National Evaluation Series** by Pearson: Here students can see the tests in the NES, learn what is covered on each exam, and access sample test items with descriptions and rationales of correct answers. They can also purchase interactive online tutorials developed by Pearson Evaluation Systems and the Pearson Teacher Education and Development Group.
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Instructor Resources

■ The **Instructor's Resource Manual**, written by Emilie Johnson, Lindenwood University, contains chapter overviews, suggested readings and MyEducationLab media, answers to the textbook Self-Assessment features, and handout masters. The Instructor's Manual is available for download from the Instructor Resource Center at www.pearsonhighered.com/irc.

■ The **Computerized Test Bank**, written by Rachel Green and Barbara Fuller, Northeastern State University, contains a variety of testing items. Instructors can use MyTest to create exams in just minutes by selecting from the existing database of questions, editing questions, or writing original questions. Testing items in the test bank include multiple-choice, true-false, short-answer, conceptual essay, reflective essay, and concept integration questions. Concept integration items ask students to apply a combination of concepts and principles to a written teaching scenario.

■ The **PowerPoint™ Presentation**, written by Richard Giaquinto, St. Francis College, highlights key concepts and summarizes text content. The PowerPoint™ Presentation is available for download from the Instructor Resource Center at www.pearsonhighered.com/irc.

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Acknowledgments

In this edition, I benefited from the skillful assistance of my colleague Susan Davis, who helped in particular with the rewriting of the Technology section of Chapter 9, “On the Web” material, updates to special education information in Chapter 12, and much more. My colleague Bette Chambers wrote the Certification Pointers, researched websites, and contributed content throughout the text. Steve Ross and Deborah Lowther reviewed the new technology section. I also benefited from the feedback of special content reviewers Jean Ulman, Ball State University, and Jim Persinger, Emporia State University, on Chapters 12 (Learners with Exceptionalities), 13 (Assessing Student Learning), and 14 (Standardized Tests and Accountability). I also thank the writers of the supplements: Emilie Johnson, Lindenwood University (Instructor’s Resource Manual and MyEducationLab Study Plan); Rachel Green and Barbara Fuller, Northeastern State University (Assessment Package); Richard Giaquinto, St. Francis College (PowerPoint™ Presentation); and Suzanne Schellenberg, University of North Florida (Praxis Appendix).

I would like to thank the reviewers of this edition: Felicia A. B. Hanesworth, Medaille College; Pam Kidder-Ashley, Appalachian State University; E. Michael Nussbaum, University of Nevada, Las Vegas; Dr. John L. Rausch, John Carroll University; Carrie Rothstein-Fisch, California State University, Northridge; Robert J. Stevens, Pennsylvania State University; and Roger Webb, Southern Illinois University.

I also wish to thank my many colleagues who served as contributors for this edition, as well as those who participated in a special survey. Reviewers’ comments provided invaluable information that helped me revise and augment the text. Contributors’ work has made the features and supplements to this text first-rate.

Wallace Alexander, Thomas College
 Patrick Allen, Graduate College of Union University
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 Priscilla Wright, Colorado Christian University
 Ronald Zigler, Pennsylvania State University–Abington
 Wilkins-O’Riley Zinn, Southern Oregon University

I am also grateful to contributors to previous editions, such as Thomas Andre, Curtis Bonk, Mary Jane Caffey, Sandra Damico, Melissa Dark, Stacie Goffin, Gordon Greenwood, Chuck Greiner, Carole Grove, Andrea Guillaume, Millie Harris, Johanna Keirns, Judy Lewandowski, Elizabeth Sterling, Kathryn Wentzel, and William Zangwill.

I’d also like to thank my Pearson Vice President and Editor-in-Chief, Paul Smith, and Managing Editor, Shannon Steed, as well as Nancy Forsyth, President. I am also grateful to the editorial production team at Omegatype Typography and to the education team at Pearson who helped bring this edition to fruition: Annette Joseph, Production Editor; Joanna Sabella, Marketing Manager; Linda Knowles, Cover Administrator; and Matthew Buchholz, Editorial Assistant. I am grateful to Sharon Fox and Susan Davis of the Success for All Foundation for work on all aspects of the book—including typing, updating references, proofreading, and lending general good sense—and to James Bravo, the talented artist behind the cartoons.

This book was written while I was supported in part by grants from the Institute of Education Sciences, U.S. Department of Education (No. R305A040082). However, any opinions I have are mine alone and do not represent IES positions or policy.

R. E. S.