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EDUCATIONAL PSYCHOLOGY

97/98



EDUCATIONAL PSYCHOLOGY 97/98

Twelfth Edition



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Kathleen M. Cauley received her Ph.D. in educational studies/human development from the University of Delaware in 1985. Her research interests center on applying cognitive developmental research to school learning. Currently, she is studying children's mathematical understanding in classrooms that are implementing the National Council of Teachers of Mathematics Standards for Mathematics.

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Editors/Advisory Board

Members of the Advisory Board are instrumental in the final selection of articles for each edition of ANNUAL EDITIONS. Their review of articles for content, level, currentness, and appropriateness provides critical direction to the editor and staff. We think that you will find their careful consideration well reflected in this volume.

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To the Reader

In publishing ANNUAL EDITIONS we recognize the enormous role played by the magazines, newspapers, and journals of the *public press* in providing current, first-rate educational information in a broad spectrum of interest areas. Many of these articles are appropriate for students, researchers, and professionals seeking accurate, current material to help bridge the gap between principles and theories and the real world. These articles, however, become more useful for study when those of lasting value are carefully *collected, organized, indexed, and reproduced* in a *low-cost format*, which provides easy and permanent access when the material is needed. That is the role played by ANNUAL EDITIONS. Under the direction of each volume's *academic editor*, who is an expert in the subject area, and with the guidance of an *Advisory Board*, each year we seek to provide in each ANNUAL EDITION a current, well-balanced, carefully selected collection of the best of the public press for your study and enjoyment. We think that you will find this volume useful, and we hope that you will take a moment to let us know what you think.

Educational psychology is an interdisciplinary subject that includes human development, learning, intelligence, motivation, assessment, instructional strategies, and classroom management. The articles in this volume give special attention to the application of this knowledge to teaching.

Annual Editions: Educational Psychology 97/98 is presented in six units. An overview precedes each unit, explaining how the articles in the unit are related to the broader issues within educational psychology. The first unit presents issues central to the teaching role. The essays address the challenges of responding to calls for educational reform and the role of research in meeting those challenges.

The second unit, concerned with child and adolescent development, covers the cognitive, social, and emotional components of development. The articles in this unit examine the developmental implications for teachers of early childhood programs, the social forces affecting children and adolescents, and the personal and social skills needed to cope with school learning and developmental tasks.

The third unit, regarding exceptional and culturally diverse students, focuses on the learning disabled, the gifted, and multicultural education. Diverse students are different in some way and require an individualized approach to education. The articles in this unit review the characteristics of these children and suggest programs and strategies to meet their needs.

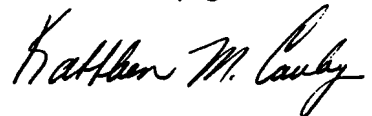
The fourth unit includes essays about theories of learning and instructional strategies. The different views of learning, such as information processing, behaviorism, and constructivist learning, represent the accumulation of years of research on the way humans change in thinking or behavior due to experience. The principles generated by each approach have important implications for teaching. These implications are addressed in a

section on instructional strategies, covering such topics as instructional methods, authentic instruction, computer-aided teaching, learning styles, and discovery methods.

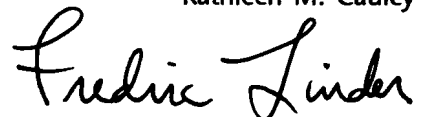
The topic of motivation is perhaps one of the most important aspects of school learning. Effective teachers need to motivate their students both to learn and to behave responsibly. How to manage children and what forms of discipline to use are issues that concern parents as well as teachers and administrators. The fifth unit presents a variety of perspectives on motivating students and discusses approaches to managing student behavior.

Unit 6 reviews assessment approaches that can be used to diagnose learning and improve instruction. The focus is on grading practices and appropriate uses of standardized tests. Performance-based assessment is introduced as a promising new approach to classroom measurement.

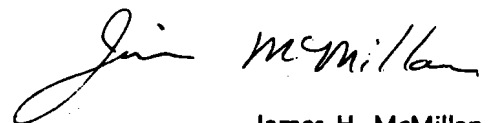
This 12th edition of *Annual Editions: Educational Psychology* has been revised so as to present articles that are current and useful. Your responses to the selection and organization of materials are appreciated. Please fill out and return the postage-paid *article rating form* on the last page of the book.



Kathleen M. Cauley



Fredric Linder



James H. McMillan
Editors

UNIT 1



Perspectives on Teaching

Four selections discuss the importance of research and the value of scientific inquiry to the teaching process.

UNIT 2



Development

Seven articles examine how social interaction in the classroom influences child and adolescent development.

To the Reader Topic Guide

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Overview

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1. **A Piece of Cake**, Jeffrey T. Aceto, *Phi Delta Kappan*, February 1995. 6
Jeffrey Aceto provides a window on *the teacher's role* as he describes his first day as a substitute teacher in an elementary school.
2. **The Six National Goals: A Road to Disappointment**, Constance Kamii, Faye B. Clark, and Ann Dominick, *Phi Delta Kappan*, May 1994. 8
The authors argue that the six national goals for *educational reform* in *America 2000* are ill-conceived. They present the *constructivist* view that autonomy should be the aim of education.
3. **Using Action Research to Assess Instruction**, Carole Schulte Johnson and Inga Kromann-Kelly, *Reading Horizons*, Volume 35, Number 3, 1995. 14
Here are five basic steps teachers should take when *conducting an action research project*, a classroom inquiry to improve the learning environment in their classrooms.
4. **Reflection and Teaching: The Challenge of Thinking beyond the Doing**, Peggy Raines and Linda Shadiow, *The Clearing House*, May/June 1995. 18
Peggy Raines and Linda Shadiow build the argument that our understanding of *reflective teaching* needs to go beyond simply thinking about teaching. Reflection instead should involve "inquiry oriented" teaching, in which a deep search for the patterns that drive one's teaching are examined in the context of a personal theory of teaching.

Overview

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A. CHILDHOOD

5. **Learning through "Play" as Well as "Work" in the Primary Grades**, Jane C. Perlmuter and Louise Burrell, *Young Children*, July 1995. 24
Jane Perlmuter and Louise Burrell describe the *differences between preschoolers'* play and that of first and second graders. How the classroom is organized and how children's ideas of work and play are integrated in a *developmentally appropriate* way are also discussed in this report.
6. **The Moral Child**, *U.S. News & World Report*, June 3, 1996. 32
The cognitive, social, emotional, and biological underpinnings of *moral development* of children are examined here. Programs that enhance the moral skills of schoolchildren are also presented.

UNIT 3



Exceptional and Culturally Diverse Students

Eight articles look at the problems and positive effects of educational programs for learning disabled, gifted, and culturally diverse children.

7. **Early Childhood Programs That Work for Children from Economically Disadvantaged Families**, Frances A. Campbell and Karen Taylor, *Young Children*, May 1996. *Early childhood intervention programs* for children from low-income families are described in this essay. Lasting benefits for parents and children are reported. 37
8. **Helping Children Become More Prosocial: Ideas for Classrooms, Families, Schools, and Communities**, Alice S. Honig and Donna S. Wittmer, *Young Children*, January 1996. Techniques for parents and teachers on how to promote young children's *prosocial behaviors* are addressed in this article. Teachers should model these behaviors and create an atmosphere and climate in the classroom that encourages prosocial deeds and attitudes. 44

B. ADOLESCENCE

9. **Caring for Others and Being Cared For: Students Talk Caring in School**, Kris Bosworth, *Phi Delta Kappan*, May 1995. *Adolescents in middle school* describe their perceptions about caring for others as well as what it means to be caring. Teacher characteristics and practices that reflect caring both inside and outside of the classroom are also discussed. 53
10. **Developmental Tasks of Early Adolescence: How Adult Awareness Can Reduce At-Risk Behavior**, Judith L. Irvin, *The Clearing House*, March/April 1996. The personal, social, emotional, and cognitive changes that confront *early adolescents*, as well as the historical and cultural contexts within which they are maturing, are the focus here. 60
11. **At-Risk Students and Resiliency: Factors Contributing to Academic Success**, James H. McMillan and Daisy F. Reed, *The Clearing House*, January/February 1994. James McMillan and Daisy Reed discuss the concept of *resiliency*. They provide a profile of the resilient student, and point out the family and school factors that enable these students to succeed. 64

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A. EDUCATIONALLY DISABLED

12. **When Your Child Is Special**, Elaine L. Wilmore, *Educational Leadership*, December 1994/January 1995. Elaine Wilmore provides a personal account of her role as teacher, counselor, principal, and mother of a child with a "great big learning disability." The *pros and cons of mainstreaming, least-restrictive environment, and inclusion* are considered. 70

13. **A Holistic Approach to Attention Deficit Disorder**, Thomas Armstrong, *Educational Leadership*, February 1996. 73
The author takes a new look at *attention deficit hyperactivity disorder* (ADHD) and suggests a few approaches that might help the ADHD child at home and school.

B. GIFTED AND TALENTED

14. **Is It Acceleration or Simply Appropriate Instruction for Precocious Youth?** John F. Feldhusen, Lanah Van Winkle, and David A. Ehle, *Teaching Exceptional Children*, Spring 1996. 77
Acceleration is a term often used to describe appropriate practice for educating the *gifted child*. This is a call for new terminology and for providing individual children with higher-level learning opportunities.
15. **Meeting the Needs of Your High-Ability Students**, Susan Winebrenner, *Instructor*, September 1994. 81
Susan Winebrenner describes the characteristics of gifted students, new ways to think about *giftedness*, and strategies that teachers can use in meeting the needs of high-ability students.
16. **Ability Grouping: Geared for the Gifted**, Ellen D. Fiedler, Richard E. Lange, and Susan Winebrenner, *The Education Digest*, January 1994. 86
The authors delineate the myths associated with *ability grouping* and address the benefits such grouping has for the *gifted*.

C. CULTURALLY AND ACADEMICALLY DIVERSE

17. **What We Can Learn from Multicultural Education Research**, Gloria Ladson-Billings, *Educational Leadership*, May 1994. 89
Gloria Ladson-Billings reviews the research on how teacher beliefs about students, curriculum content, instructional approaches, educational settings, and teacher education affect *multicultural* populations.
18. **"All Kids Can Learn": Masking Diversity in Middle School**, Carol Ann Tomlinson, *The Clearing House*, January/February 1995. 93
Carol Ann Tomlinson describes two adolescents who represent students with different learning needs. She challenges teachers not to neglect or reject these students but to provide a differentiated classroom that respects their *individual differences*.
19. **Multiculturalism: Practical Considerations for Curricular Change**, Tony R. Sanchez, *The Clearing House*, January/February 1996. 97
Tony Sanchez describes the teacher's role in implementing a *multicultural curriculum*. Sanchez presents guidelines to promote multicultural goals and objectives.

UNIT 4



Learning and Instruction

Twelve selections explore the important types of student/teacher interaction.

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A. INFORMATION PROCESSING/COGNITIVE LEARNING

20. **Remembering the Forgotten Art of Memory**, Thomas E. Scruggs and Margo A. Mastropieri, *American Educator*, Winter 1992. 102

Thomas Scruggs and Margo Mastropieri suggest that strong *memory skills*, which enhance *initial learning* and *long-term memory*, will also facilitate *higher-order thinking* and *problem solving*.

21. **Reflections on Multiple Intelligences: Myths and Messages**, Howard Gardner, *Phi Delta Kappan*, November 1995. 108
- The theory of *multiple intelligences* (MI) has stirred controversy about the nature of the brain and the influence of culture on human performance. Howard Gardner discusses *seven myths about multiple intelligences*, noting how MI is different from *cognitive style* and traditional definitions of *intelligence*. Gardner reviews implications of MI for school learning.

22. **Thinking Maps: Seeing Is Understanding**, David Hyerle, *Educational Leadership*, December 1995/January 1996. 113
- David Hyerle shows how to use *visual representations of cognitive understandings* and *thinking processes to create thinking maps*. These maps enable students to use multiple strategies to solve complex problems and to better connect concepts.

B. BEHAVIORISTIC LEARNING

23. **The Rewards of Learning**, Paul Chance, *Phi Delta Kappan*, November 1992. 117

Paul Chance reviews important principles of *behaviorism*, such as *positive reinforcement* and *punishment*. He argues that there is an appropriate place in teaching for both *intrinsic* and *extrinsic rewards*.

24. **Rewards versus Learning: A Response to Paul Chance**, Alfie Kohn, *Phi Delta Kappan*, June 1993. 122

Alfie Kohn challenges the notion that motivating students with artificial *incentives* is more effective than engaging students meaningfully in learning.

25. **Sticking Up for Rewards**, Paul Chance, *Phi Delta Kappan*, June 1993. 126

Psychologist Paul Chance stresses that it is a *teacher's responsibility* to become actively engaged in the educational process. A teacher must provide students with opportunities to perform within a framework that acknowledges consequences for that performance.

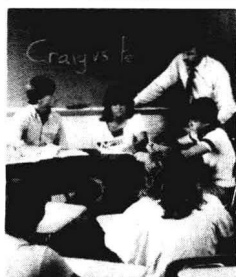
C. HUMANISTIC/SOCIAL PSYCHOLOGICAL LEARNING

26. **The Tyranny of Self-Oriented Self-Esteem**, James H. McMillan, Judy Singh, and Leo G. Simonetta, *Educational Horizons*, Spring 1994. 129
Healthy *self-esteem* develops by being occupied by interests and pursuits external to self and by *meaningful accomplishment of externally set standards of performance*, not from the self-preoccupation and selfism that are fostered by many self-esteem programs.
27. **The Caring Classroom's Academic Edge**, Catherine C. Lewis, Eric Schaps, and Marilyn S. Watson, *Educational Leadership*, September 1996. 133
New approaches show how schools can become *caring communities* of learning by fostering warm, *supportive relationships*, *constructive learning*, a challenging curriculum, *intrinsic motivation*, and *social and ethical* dimensions of learning.

D. INSTRUCTIONAL STRATEGIES

28. **A Framework for Culturally Responsive Teaching**, Raymond J. Wlodkowski and Margery B. Ginsberg, *Educational Leadership*, September 1995. 138
Multicultural classrooms present challenges to teachers as they strive to provide *meaningful instruction* to all students. Culturally responsive teaching results from *collaborative and cooperative learning*, relating content to student backgrounds, incorporating *student perspectives* in classroom dialogue, and providing contextualized, *authentic assessments*.
29. **Problem Based Learning: An Instructional Model and Its Constructivist Framework**, John R. Savery and Thomas M. Duffy, *Educational Technology*, September/October 1995. 143
Problem based learning is advocated as an effective approach to focus students on *critical and creative thinking*, *metacognition*, and *authentic problem solving*.
30. **Investing in Creativity: Many Happy Returns**, Robert J. Sternberg, *Educational Leadership*, December 1995/January 1996. 152
By promoting students' synthetic, analytic, and practical abilities, teachers can *promote creative thinking*. Robert Sternberg suggests 12 strategies that can be used to make both teachers and students more creative, including the *encouragement of risk taking*, *tolerance of ambiguity*, and *creative attitudes*.
31. **How K-12 Teachers Are Using Computer Networks**, Jon M. Peha, *Educational Leadership*, October 1995. 156
Information technology and the *Internet* fundamentally alter the roles of teachers and students, fostering *motivation*, *collaboration*, and increased learning. Suggestions are made to help teachers use the Internet.

UNIT 5



Motivation and Classroom Management

Seven selections discuss student control and motivation in the classroom.

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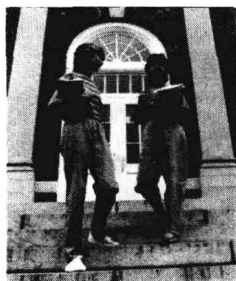
A. MOTIVATION

32. **Choices for Children: Why and How to Let Students Decide**, Alfie Kohn, *Phi Delta Kappan*, September 1993. 164
Alfie Kohn argues that the *constructivist* principle of allowing students to make choices has important payoffs in learning, *motivation*, and *discipline*. Developing student autonomy through choice provides a foundation for a truly democratic society.
33. **Motivating Underachievers: Make Them Want to Try**, Deborah Stipek, *Learning*93, March 1993. 174
Deborah Stipek provides five guidelines to *motivate* all students to do their best work.
34. **Using Motivational Theory with At-Risk Children**, Rachel Buck Collopy and Theresa Green, *Educational Leadership*, September 1995. 176
Rachel Collopy and Theresa Green describe how achievement goal theory was implemented at one elementary school to create a *learner-centered environment*. They also discuss the resulting changes teachers and parents see in the motivation of their children.

B. CLASSROOM MANAGEMENT AND DISCIPLINE

35. **From Negation to Negotiation: Moving Away from the Management Metaphor**, H. James McLaughlin, *Action in Teacher Education*, Spring 1994. 180
H. James McLaughlin describes three perspectives on *classroom management*. He argues that a negotiation perspective allows teachers to share power with students, thus demonstrating their commitment to a caring, democratic environment.
36. **Images of Management for Learner-Centered Classrooms**, Catherine H. Randolph and Carolyn M. Evertson, *Action in Teacher Education*, Spring 1994. 186
Seeking to broaden the definition of good *classroom management* to meet the demands of a *learner-centered classroom*, Catherine Randolph and Carolyn Evertson argue that teachers in learning-centered classrooms need to have a different model of management, one that is more akin to the "orchestration" of learning.
37. **Creating a Constructivist Classroom Atmosphere**, Rheta DeVries and Betty Zan, *Young Children*, November 1995. 192
Rheta DeVries and Betty Zan describe the sociomoral basis for *constructivist teaching practices* in the early childhood classroom. They discuss practical principles of rule making, resolving conflict, and *disciplining students* that build mutual respect among children and between teacher and child.
38. **Why Violence Prevention Programs Don't Work—and What Does**, David W. Johnson and Roger T. Johnson, *Educational Leadership*, February 1995. 200
Arguing that implementing programs of conflict resolution will combat the growing violence in schools, the authors recommend that all students receive ongoing training in peer mediation. *The teacher's role in discipline* changes dramatically from manager of conflicts to supporter of peer mediation.

UNIT 6



Assessment

Six articles discuss the implications of educational measurement for the classroom decision-making process and for the teaching profession.

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39. The Challenges of Assessing Young Children Appropriately, Lorrie A. Shepard, <i>Phi Delta Kappan</i> , November 1994. Lorrie Shepard reviews issues and controversies in the assessment of young children, including <i>the impact of standardized tests</i> , how assessment needs to be matched to purpose, and how assessment should be different for screening, instruction, and monitoring of state and national trends.	206
40. Making the Grade: What Benefits Students? Thomas R. Guskey, <i>Educational Leadership</i> , October 1994. Grading practices that benefit students and enhance learning are summarized. Teachers are encouraged to use <i>sound professional judgment</i> and to base grades on <i>learning criteria</i> rather than on a curve.	213
41. Creating Tests Worth Taking, Grant Wiggins, <i>Educational Leadership</i> , May 1992. Whenever possible, tests should be <i>authentic</i> or <i>performance based</i> . Principles for developing such effective tests are reviewed, along with a discussion of the impact of authentic testing on <i>school reform</i> .	218
42. Performance Assessment: The Realities That Will Influence the Rewards, Carol Anne Pierson and Shirley S. Beck, <i>Childhood Education</i> , Fall 1993. While <i>performance assessment</i> may restructure schools for higher standards and accountability, users need to be careful in ensuring <i>validity</i> , <i>reliability</i> , clearly defined tasks that students are expected to perform, and <i>criteria</i> for judging performance.	225
43. Planning for Classroom Portfolio Assessment, Diana V. Lambdin and Vicki L. Walker, <i>Arithmetic Teacher</i> , February 1994. In this essay, practical suggestions are made for developing and implementing portfolios that will promote use of appropriate <i>learning styles</i> , student <i>self-assessment</i> , and the role of the student as an active, thinking processor of information.	230
44. Putting the Standardized Test Debate in Perspective, Blaine R. Worthen and Vicki Spandel, <i>Educational Leadership</i> , February 1991. Criticisms of <i>standardized tests</i> are reviewed, and a list of suggestions is given to help teachers use the results of these tests appropriately to improve student learning.	237
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Topic Guide

This topic guide suggests how the selections in this book relate to topics of traditional concern to educational psychology students and professionals. It is useful for locating articles that relate to each other for reading and research. The guide is arranged alphabetically according to topic. Articles may, of course, treat topics that do not appear in the topic guide. In turn, entries in the topic guide do not necessarily constitute a comprehensive listing of all the contents of each selection.

TOPIC AREA	TREATED IN	TOPIC AREA	TREATED IN
Action Research	3. Using Action Research to Assess Instruction	Constructivism	2. Six National Goals 27. Caring Classroom's Academic Edge 29. Problem Based Learning 32. Choices for Children 37. Creating a Constructivist Classroom Atmosphere
At-Risk Behavior	10. Developmental Tasks of Early Adolescence 11. At-Risk Students and Resiliency	Creativity	30. Investing in Creativity
Behaviorism	23. Rewards of Learning 24. Rewards versus Learning 25. Sticking Up for Rewards	Criterion-Referenced	40. Making the Grade 41. Creating Tests Worth Taking
Child/Adolescent Development	5. Learning through "Play" as Well as "Work" in the Primary Grades 6. Moral Child 7. Early Childhood Programs That Work for Children from Economically Disadvantaged Families 8. Helping Children Become More Prosocial 9. Caring for Others and Being Cared For 10. Developmental Tasks of Early Adolescence 11. At-Risk Students and Resiliency	Critical Thinking	29. Problem Based Learning
Classroom Climate	25. Caring Classroom's Academic Edge	Disabilities	12. When Your Child Is Special 13. Holistic Approach to Attention Deficit Disorder
Classroom Management	35. From Negation to Negotiation 36. Images of Management for Learner-Centered Classrooms	Discipline	30. Choices for Children 37. Creating a Constructivist Classroom Atmosphere 38. Why Violence Prevention Programs Don't Work—and What Does
Cognitive Development	5. Learning through "Play" as Well as "Work" in the Primary Grades 6. Moral Child	Diverse Students	18. "All Kids Can Learn"
Cognitive Learning	20. Remembering the Forgotten Art of Memory 22. Thinking Maps 29. Problem Based Learning	Early Childhood	5. Learning through "Play" as Well as "Work" in the Primary Grades 7. Early Childhood Programs That Work for Children from Economically Disadvantaged Families 8. Helping Children Become More Prosocial
Cognitive Maps	22. Thinking Maps	Educational Reform	2. Six National Goals 41. Creating Tests Worth Taking
Collaborative Learning	28. Framework for Culturally Responsive Teaching	Family Structure	6. Moral Child 7. Early Childhood Programs That Work for Children from Economically Disadvantaged Families 10. Developmental Tasks of Early Adolescence
Computer-Assisted	31. How K-12 Teachers Are Using Computer Networks		

TOPIC AREA	TREATED IN	TOPIC AREA	TREATED IN
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Humanistic Education	26. Tyranny of Self-Oriented Self-Esteem 27. Caring Classroom's Academic Edge	Performance Assessment	40. Making the Grade 41. Creating Tests Worth Taking 42. Performance Assessment
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Intelligence	21. Reflections on Multiple Intelligences	Positive Reinforcement/Praise	23. Rewards of Learning 24. Rewards versus Learning 25. Sticking Up for Rewards
Learning Styles/Strategies	30. Investing in Creativity 43. Planning for Classroom Portfolio Assessment	Problem Solving	20. Remembering the Forgotten Art of Memory 29. Problem Based Learning
Learning-Centered	34. Using Motivational Theory with At-Risk Children 36. Images of Management for Learner-Centered Classrooms	Reflective Teaching	4. Reflection and Teaching
Mainstreaming	12. When Your Child Is Special	Self-Concept/ Self-Esteem	26. Tyranny of Self-Oriented Self-Esteem
Metacognition	29. Problem Based Learning	Social Development	5. Learning through "Play" as Well as "Work" in the Primary Grades 8. Helping Children Become More Prosocial 27. Caring Classroom's Academic Edge
Minority Students	17. What We Can Learn from Multicultural Education Research	Standardized Tests	39. Challenges of Assessing Young Children Appropriately 44. Putting the Standardized Test Debate in Perspective
Moral Development	6. Moral Child	Teacher Beliefs	17. What We Can Learn from Multicultural Education Research 18. "All Kids Can Learn"
Motivation	27. Caring Classroom's Academic Edge 28. Framework for Culturally Responsive Teaching 32. Choices for Children 33. Motivating Underachievers 34. Using Motivational Theory with At-Risk Children	Teacher's Role	1. Piece of Cake 3. Six National Goals 41. Creating Tests Worth Taking 42. Performance Assessment
Multicultural Education	17. What We Can Learn from Multicultural Education Research 19. Multiculturalism	Technology	22. Thinking Maps 31. How K-12 Teachers Are Using Computer Networks
		Thinking Skills	22. Thinking Maps

Perspectives on Teaching

The teaching-learning process in school is enormously complex. Many factors influence pupil learning—such as family background, developmental level, prior knowledge, motivation, and, of course, effective teachers. Educational psychology investigates these factors to better understand and explain student learning. We begin our exploration of the teaching-learning process by considering the teaching role.

In the first article, Jeffrey Aceto describes the teacher's role through the eyes of a first-time substitute teacher. He finishes his first day with a renewed admiration for the many talents required of full-time teachers.

Aceto, however, sees only the surface features of a school day. As the selection by Constance Kamii, Faye Clark, and Ann Dominick suggests, our philosophy of teaching can have an enormous influence over the way we conceive of the teaching role. These authors expound a constructivist perspective on the goals in *America 2000*. They argue that developing both moral and intellectual autonomy in children ought to be our overarching goal. If we adopt the goal of autonomy, then classroom practices will change in significant ways.

Another less obvious aspect of the teaching role is the systematic effort to improve. The next two articles address two useful activities to support pedagogical change. Peggy Raines and Linda Shadiow argue that reflection on teaching helps teachers change in ways that are driven by their own theories of teaching. Then, as the teacher maps out a plan for improvement, engaging in action research—or systematic inquiry—will enable her or him to document the effects of that plan. Carole Shulte Johnson and Inga Kromann-Kelly illustrate how teachers should conduct an action research project to improve the classroom learning environment. The authors describe five basic questions to guide the development of action research projects. The five questions determine (1) the question to answer in the study; (2) the data that are relevant; (3) how the data will be collected; (4) how the data will be

analyzed; and (5) what implications can be drawn from the data. As the professional development schools envisioned by the Holmes Group (a consortium of research institutions) and others are established, teacher research may become a professional expectation.

Educational psychology is a resource for teachers that emphasizes disciplined inquiry, a systematic and objective analysis of information, and a scientific attitude toward decision making. The field provides information for decisions that are based on quantitative and qualitative studies of learning and teaching rather than on intuition, tradition, authority, or subjective feelings. It is our hope that this aspect of educational psychology is communicated throughout these readings, and that as a student you will adopt the analytic, probing attitude that is part of the discipline.

While educational psychologists have helped to establish a knowledge base about teaching and learning, the unpredictable, spontaneous, evolving nature of teaching suggests that the best they will ever do is to provide concepts and skills that teachers can adapt for use in their classrooms. The issues raised in this unit about the impact of the reform movement on teachers help us understand the teaching role and its demands. As you read articles in other units, consider the demands they place on the teaching role as well.

Looking Ahead: Challenge Questions

Describe several of the roles teachers are expected to perform.

As educational reform progresses, what new demands will it place on teachers?

How does research, either teacher research or formal educational research, improve teaching?

UNIT 1



A Piece of Cake

Mr. Aceto describes his first day as a substitute teacher in an elementary school. Would he do it again? Absolutely! Would he consider doing it for a living? Not a chance!

Jeffrey T. Aceto

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RECENTLY I found myself nearing 30 and an unemployed college graduate. So when a friend urged me to try substitute teaching, I thought, Why not? How could it possibly be difficult? I'm a mature, well-adjusted adult, and they'd only be little kids. Besides, the day would be a short seven hours. It would be a piece of cake!

Arriving at school on a crisp autumn morning, I find the scene reminiscent of my own youth. School buses unloading kids in colorful jackets who clutch homework, books, and lunch boxes. My own lunch is the sole content of my briefcase, and it occurs to me that after 20 years I've only traded my metal lunch box for a leather one.

The assistant principal greets me warmly and assures me the day will go smoothly. "Just follow your instructions, and everything will be fine," she says. Sure, I think. Piece of cake.

I find my classroom spotless and orderly, with clean chalkboards and the

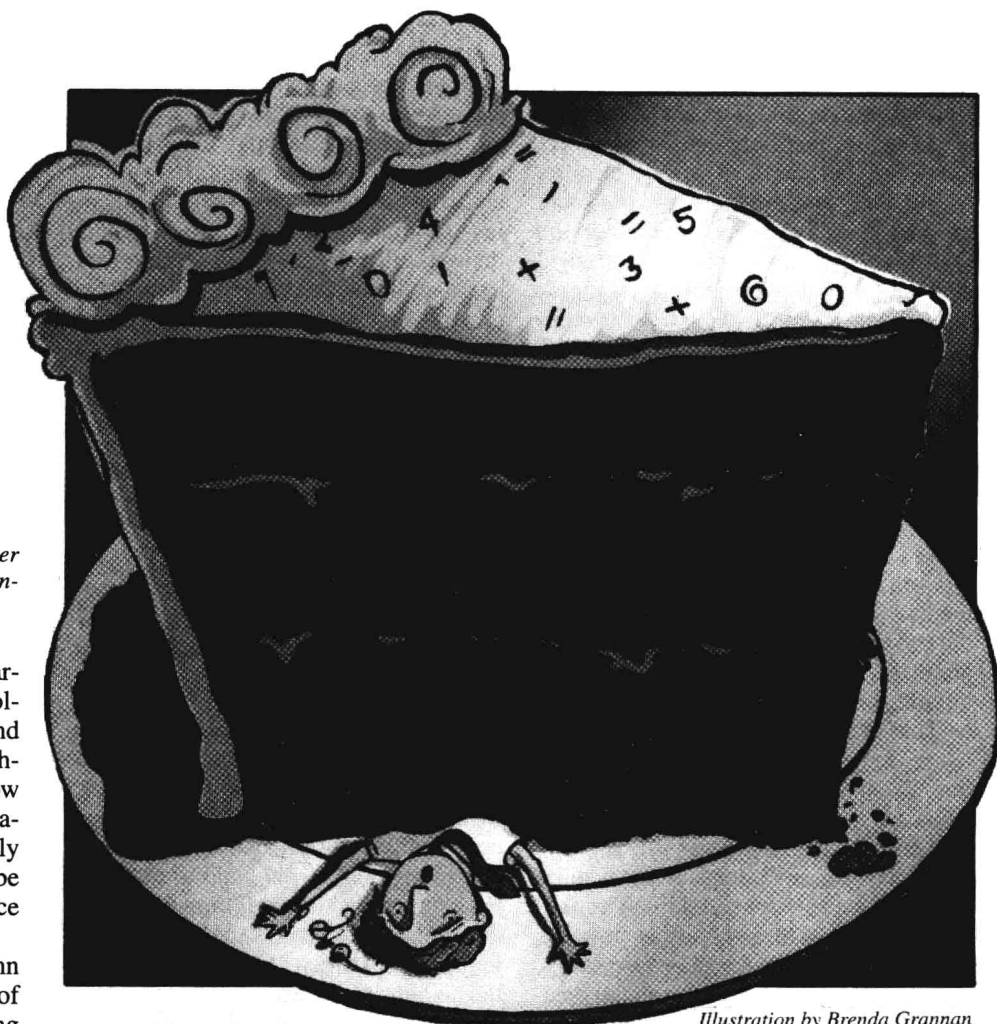


Illustration by Brenda Grannan

desks and chairs lined up neatly. Student work and seasonal displays adorn the walls. A paper turkey with necktie feathers watches me warily from the back wall. Not a bad room, I think, although the teacher I'm replacing has spelled *calendar* wrong. That's a bad sign, I think, but I shrug it off.

The children begin to flood into the room. At least, I assume that these are my students. I realize that I'm largely at their mercy with regard to who is supposed to be where and when. As they shrug off their

child-sized backpacks, they turn fresh little faces toward me. It is a scene a grandparent would love. At first they are reluctant to speak to me, but soon I am bombarded with questions and comments: "Where is Mrs. Smith? Are you Mr. Smith? How long will you be here?"

I can see the realization dawning on them that what they have here is a rare bird, indeed: a substitute teacher — and a man, to boot. This guy is fresh meat. The class quickly reaches a silent consensus: today is a good day for raising some hell.