

ANNUAL EDITIONS

Educational Psychology

05/06



A·N·N·U·A·L E·D·I·T·I·O·N·S

Educational Psychology

05/06

Twentieth Edition

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Twentieth Edition

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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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Preface

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.

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 05/06 is divided into six units, and an overview precedes each unit, which explains how the unit articles are related to the broader issues within educational psychology.

The first unit, *Perspectives on Teaching*, presents issues that are central to the teaching role. The articles' authors provide perspectives on being an effective teacher and the issues facing teachers in the twenty-first century.

The second unit, entitled *Development*, is concerned with child and adolescent development. It covers the biological, cognitive, social, and emotional processes of development. The essays in this unit examine the issues of parenting, moral development, the social forces affecting children and adolescents, as well as the personal and social skills needed to cope with school learning and developmental tasks.

The third unit, *Exceptional and Culturally Diverse Children*, focuses on the learning disabled, the gifted, and multicultural education. Diverse students 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.

In the fourth unit, *Learning and Instruction*, articles about theories of learning and instructional strategies are presented. 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 and technology, concept mapping, and learning styles.

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 articles in the fifth unit, *Motivation and Classroom Management*, present

a variety of perspectives on motivating students and discuss approaches to managing student behavior.

The articles in the sixth unit review assessment approaches that can be used to diagnose learning and improve instruction. The focus is on how alternative assessments, such as performance assessments and portfolios, can be integrated with instruction to enhance student learning. Approaches to grading are also reviewed.

A feature that has been added to this edition are selected *World Wide Web* sites, which can be used to further explore the articles' topics. These sites are cross-referenced by number in the *topic guide*.

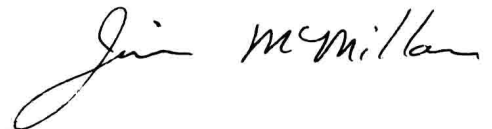
This twentieth *Annual Editions: Educational Psychology* has been revised in order to present articles that are current and useful. Your responses to the selection and organization of materials are appreciated. Please complete and return the postage-paid *article rating form* on the last page of the book.



Kathleen M. Cauley



Fredric Linder



James H. McMillan
Editors

Topic Guide

This topic guide suggests how the selections in this book relate to the subjects covered in your course. You may want to use the topics listed on these pages to search the Web more easily.

On the following pages a number of Web sites have been gathered specifically for this book. They are arranged to reflect the units of this *Annual Edition*. You can link to these sites by going to the DUSHKIN ONLINE support site at <http://www.dushkin.com/online/>.

ALL THE ARTICLES THAT RELATE TO EACH TOPIC ARE LISTED BELOW THE BOLD-FACED TERM.

Adolescent development

- 7. What Empathy Can Do
- 8. Differing Perspectives, Common Ground: The Middle School and Gifted Education Relationship

Alternative assessment

- 39. Working Inside the Black Box: Assessment for Learning in the Classroom

Behaviorism

- 20. Caution—Praise Can Be Dangerous
- 29. Intrinsic Versus Extrinsic Motivation in Schools: A Reconciliation

Block-scheduling

- 25. Constructivism and Block Scheduling: Making the Connection

Brain-based education

- 16. Students Remember...What They Think About
- 17. Beyond Learning By Doing: The Brain Compatible Approach

Character education

- 22. Invitations to Learn
- 23. Promoting Academic Achievement Through Social and Emotional Learning

Child development

- 5. Shaping the Learning Environment: Connecting Developmentally Appropriate Practices to Brain Research
- 6. To Be Successful—Let Them Play!
- 7. What Empathy Can Do
- 8. Differing Perspectives, Common Ground: The Middle School and Gifted Education Relationship

Classroom assessment

- 39. Working Inside the Black Box: Assessment for Learning in the Classroom
- 40. Classroom Assessment for Learning
- 41. How Classroom Assessments Improve Learning

Classroom management

- 32. When Children Make Rules
- 33. The Key to Classroom Management

Cognitive development

- 5. Shaping the Learning Environment: Connecting Developmentally Appropriate Practices to Brain Research
- 6. To Be Successful—Let Them Play!

Cognitive learning

- 16. Students Remember...What They Think About
- 17. Beyond Learning By Doing: The Brain Compatible Approach
- 21. Webs of Skill: How Students Learn
- 24. Teachers Bridge to Constructivism

Constructivism

- 21. Webs of Skill: How Students Learn

- 24. Teachers Bridge to Constructivism
- 25. Constructivism and Block Scheduling: Making the Connection
- 28. Using Data to Differentiate Instruction
- 32. When Children Make Rules

Deep understanding

- 25. Constructivism and Block Scheduling: Making the Connection

Developmentally appropriate practices

- 5. Shaping the Learning Environment: Connecting Developmentally Appropriate Practices to Brain Research

Differentiated instruction

- 21. Webs of Skill: How Students Learn

Disabilities

- 9. 'Mom, Will Kaelie Always Have Possibilities?'—The Realities of Early Childhood Inclusion
- 10. Into the Mainstream: Practical Strategies for Teaching in Inclusive Environments

Discipline

- 34. Twelve Practical Strategies to Prevent Behavioral Escalation in Classroom Settings
- 35. Corporal Punishment: Legalities, Realities, and Implications

Diversity

- 3. What Urban Students Say About Good Teaching
- 13. Celebrating Diverse Minds
- 14. When Should Bilingual Students Be in Special Education?
- 15. Cultural Influences on the Development of Self-Concept: Updating Our Thinking

Early childhood

- 5. Shaping the Learning Environment: Connecting Developmentally Appropriate Practices to Brain Research
- 6. To Be Successful—Let Them Play!

Educational issues

- 4. Helping Children Cope With Loss, Death, and Grief: Response to a National Tragedy
- 26. What is High-Quality Instruction?

Effective teaching

- 1. Good Teachers, Plural
- 2. Teachers as Leaders
- 3. What Urban Students Say About Good Teaching
- 4. Helping Children Cope With Loss, Death, and Grief: Response to a National Tragedy
- 24. Teachers Bridge to Constructivism
- 26. What is High-Quality Instruction?
- 28. Using Data to Differentiate Instruction
- 39. Working Inside the Black Box: Assessment for Learning in the Classroom

Gifted children

- 8. Differing Perspectives, Common Ground: The Middle School and Gifted Education Relationship
- 11. Challenges of Identifying and Serving Gifted Children With ADHD
- 12. Raising Expectations for the Gifted
- 16. Students Remember...What They Think About

Grading

- 29. Intrinsic Versus Extrinsic Motivation in Schools: A Reconciliation
- 39. Working Inside the Black Box: Assessment for Learning in the Classroom

High-stakes testing

- 36. The Lessons of High-Stakes Testing
- 37. Are We Measuring Student Success With High-Stakes Testing?
- 38. The Seductive Allure of Data

Inclusion

- 9. 'Mom, Will Kaelie Always Have Possibilities?'—The Realities of Early Childhood Inclusion
- 10. Into the Mainstream: Practical Strategies for Teaching in Inclusive Environments

Information processing

- 16. Students Remember...What They Think About
- 17. Beyond Learning By Doing: The Brain Compatible Approach

Intelligence

- 18. Ability and Expertise: It's Time to Replace the Current Model of Intelligence
- 19. It's No Fad: Fifteen Years of Implementing Multiple Intelligences

Learning environment

- 23. Promoting Academic Achievement Through Social and Emotional Learning
- 26. What is High-Quality Instruction?

Memory

- 16. Students Remember...What They Think About
- 17. Beyond Learning By Doing: The Brain Compatible Approach

Metacognition

- 18. Ability and Expertise: It's Time to Replace the Current Model of Intelligence

Minority students

- 14. When Should Bilingual Students Be in Special Education?

Motivation

- 20. Caution—Praise Can Be Dangerous
- 26. What is High-Quality Instruction?
- 29. Intrinsic Versus Extrinsic Motivation in Schools: A Reconciliation
- 30. Do Students Care About Learning? A Conversation with Mihaly Csikszentmihalyi
- 31. Self-Efficacy: A Key to Improving the Motivation of Struggling Learners

Multicultural education

- 13. Celebrating Diverse Minds

Praise

- 20. Caution—Praise Can Be Dangerous

Self-efficacy

- 31. Self-Efficacy: A Key to Improving the Motivation of Struggling Learners

Self-esteem

- 22. Invitations to Learn
- 23. Promoting Academic Achievement Through Social and Emotional Learning

Social development

- 6. To Be Successful—Let Them Play!
- 7. What Empathy Can Do
- 15. Cultural Influences on the Development of Self-Concept: Updating Our Thinking

Standard-based testing

- 36. The Lessons of High-Stakes Testing
- 38. The Seductive Allure of Data

Student-teacher relationships

- 3. What Urban Students Say About Good Teaching
- 23. Promoting Academic Achievement Through Social and Emotional Learning
- 33. The Key to Classroom Management

Student centered

- 22. Invitations to Learn
- 23. Promoting Academic Achievement Through Social and Emotional Learning
- 40. Classroom Assessment for Learning

Technology

- 27. The Integration of Instructional Technology Into Public Education: Promises and Challenges

Thinking skills

- 15. Cultural Influences on the Development of Self-Concept: Updating Our Thinking
- 18. Ability and Expertise: It's Time to Replace the Current Model of Intelligence

Validity

- 36. The Lessons of High-Stakes Testing

World Wide Web Sites

The following World Wide Web sites have been carefully researched and selected to support the articles found in this reader. The easiest way to access these selected sites is to go to our DUSHKIN ONLINE support site at <http://www.dushkin.com/online/>.

AE: Educational Psychology 05/06

The following sites were available at the time of publication. Visit our Web site—we update DUSHKIN ONLINE regularly to reflect any changes.

General Sources

American Psychological Association

<http://www.apa.org/topics/homepage.html>

By exploring the APA's "PsychNET," you will be able to find links to an abundance of articles and other resources that are useful in the field of educational psychology.

Educational Resources Information Center

<http://www.eric.ed.gov>

This invaluable site provides links to all ERIC sites: clearinghouses, support components, and publishers of ERIC materials. Search the ERIC database for what is new.

National Education Association

<http://www.nea.org>

Something—and often quite a lot—about virtually every education-related topic can be accessed at or through this site of the 2.3-million-strong National Education Association.

National Parent Information Network/ERIC

<http://npin.org>

This is a clearinghouse of information on elementary and early childhood education as well as urban education. Browse through its links for information for parents.

U.S. Department of Education

<http://www.ed.gov/pubs/TeachersGuide/>

Government goals, projects, and grants are listed here, plus many links to teacher services and resources.

UNIT 1: Perspectives on Teaching

The Center for Innovation in Education

<http://www.center.edu>

The Center for Innovation in Education, self-described as a "not-for-profit, non-partisan research organization," focuses on K–12 education reform strategies. Click on its links about school privatization.

Classroom Connect

<http://www.classroom.net>

This is a major Web site for K–12 teachers and students, with links to schools, teachers, and resources online. It includes discussion of the use of technology in the classroom.

Education World

<http://www.education-world.com>

Education World provides a database of literally thousands of sites that can be searched by grade level, plus education news, lesson plans, and professional-development resources.

Goals 2000: A Progress Report

<http://www.ed.gov/pubs/goals/progrpt/index.html>

Open this site to survey a progress report by the U.S. Department of Education on the Goals 2000 reform initiative. It provides a

sense of the goals that educators are reaching for as they look toward the future.

Teacher Talk Forum

<http://education.indiana.edu/cas/tt/tthmpg.html>

Visit this site for access to a variety of articles discussing life in the classroom. Clicking on the various links will lead you to electronic lesson plans, covering a variety of topic areas, from Indiana University's Center for Adolescent Studies.

UNIT 2: Development

Association for Moral Education

<http://www.amenetwork.org/>

AME is dedicated to fostering communication, cooperation, training, curriculum development, and research that link moral theory with educational practices. From here it is possible to connect to several sites on moral development.

Child Welfare League of America

<http://www.cwla.org>

The CWLA is the United States' oldest and largest organization devoted entirely to the well-being of vulnerable children and their families. This site provides links to information about issues related to morality and values in education.

Pediatric Behavioral Health Resources

<http://www.earlychildhoodbehavioralhealth.com/index.htm>

This Web site is dedicated to serving the needs of those working with young children and their families who are experiencing mental health or behavioral issues. Find information on Abuse & Neglect, Mental Health Disabilities, Classroom & Behavior Management, and Discipline Reactive Attachment Disorder.

The National Association for Child Development

<http://www.nacd.org>

This international organization is dedicated to helping children and adults reach their full potential. Its home page presents links to various programs, research, and resources into such topics as ADD/ADHD.

National Association of School Psychologists (NASP)

<http://www.nasponline.org/index2.html>

The NASP offers advice to teachers about how to help children cope with the many issues they face in today's world. The site includes tips for school personnel as well as parents.

Scholastic News Zone

<http://www.scholasticnews.com>

At this site, Scholastic Classroom magazines provide up-to-date information to children, teachers, and parents online to help explain timely issues.

UNIT 3: Exceptional and Culturally Diverse Children

The Council for Exceptional Children

<http://www.cec.sped.org/index.html>

This page will give you access to information on identifying and teaching gifted children, attention-deficit disorders, and other topics in gifted education.

Global SchoolNet Foundation

<http://www.gsn.org>

Access this site for multicultural education information. The site includes news for teachers, students, and parents, as well as chat rooms, links to educational resources, programs, and contests and competitions.

International Project: Multicultural Pavilion

<http://curry.edschool.virginia.edu/curry/centers/multicultural/papers.html>

Here is a forum for sharing stories and resources and for learning from the stories and resources of others, in the form of articles on the Internet that cover every possible racial, gender, and multicultural issue that could arise in the field of multicultural education.

Let 1000 Flowers Bloom/Kristen Nicholson-Nelson

<http://teacher.scholastic.com/professional/assessment/100flowers.htm>

Open this page for Kristen Nicholson-Nelson's discussion of ways in which teachers can help to nurture children's multiple intelligences. She provides a useful bibliography and resources.

Multicultural Publishing and Education Catalog

<http://www.mpec.org>

This is the home page of the MPEC, a networking and support organization for independent publishers, authors, educators, and librarians fostering authentic multicultural books and materials. It has excellent links to a vast array of resources related to multicultural education.

National Association for Multicultural Education

<http://www.nameorg.org>

NAME is a major organization in the field of multicultural education. The website provides conference information and resources including lesson plans, advice for handling touchy issues, and grant information.

National Attention Deficit Disorder Association

<http://www.add.org>

This site, some of which is under construction, will lead you to information about ADD/ADHD. It has links to self-help and support groups, outlines behaviors and diagnostics, answers FAQs, and suggests books and other resources.

National MultiCultural Institute (NMCI)

<http://www.nmci.org>

NMCI is one of the major organizations in the field of diversity training. At this Web site, NMCI offers conference data, resource materials, diversity training and consulting service information, and links to other related sites.

UNIT 4: Learning and Instruction

Education Week on the Web

<http://www.edweek.org>

At this page you can open archives, read special reports, keep up on current events, and access a variety of articles in educational psychology. A great deal of this material is helpful in learning and instruction.

Online Internet Institute

<http://www.oii.org>

A collaborative project among Internet-using educators, proponents of systemic reform, content-area experts, and teachers who desire professional growth, this site provides a learning environment for integrating the Internet into educators' individual teaching styles.

Teachers Helping Teachers

<http://www.pacificnet.net/~mandel/>

This site provides basic teaching tips, new teaching-methodology ideas, and forums for teachers to share their experiences. It features educational resources on the Web, with new ones added each week.

The Teachers' Network

<http://www.teachers.net/>

Bulletin boards, classroom projects, online forums, and Web mentors are featured on this site, as well as the book *Teachers' Guide to Cyberspace* and an online, 4-week course on how to use the Internet.

UNIT 5: Motivation and Classroom Management

Canada's Schoolnet Staff Room

<http://www.schoolnet.ca/home/e/>

Here is a resource and link site for anyone involved in education, including special-needs educators, teachers, parents, volunteers, and administrators.

UNIT 6: Assessment

Awesome Library for Teachers

<http://www.neat-schoolhouse.org/teacher.html>

Open this page for links and access to teacher information on everything from assessments to child development topics.

Kathy Schrock's Guide for Educators: Assessment

<http://school.discovery.com/schrockguide/assess.html>

Sponsored by Discovery School.com, this webpage has a comprehensive compilation of sites about classroom assessment and rubrics.

Phi Delta Kappa International

<http://www.pdkintl.org>

This important organization publishes articles about all facets of education. You can check out the online archive of the journal, *Phi Delta Kappan*, which has resources such as articles having to do with assessment.

Washington (State) Center for the Improvement of Student Learning

<http://www.k12.wa.us/>

This Washington State site is designed to provide access to information about the state's new academic standards, assessments, and accountability system. Many resources and Web links are included.

We highly recommend that you review our Web site for expanded information and our other product lines. We are continually updating and adding links to our Web site in order to offer you the most usable and useful information that will support and expand the value of your Annual Editions. You can reach us at: <http://www.dushkin.com/annualeditions/>.

UNIT 1

Perspectives on Teaching

Unit Selections

1. **Good Teachers, Plural**, Donald R. Cruickshank and Donald Haefele
2. **Teachers as Leaders**, Richard F. Bowman
3. **What Urban Students Say About Good Teaching**, Dick Corbett and Bruce Wilson
4. **Helping Children Cope With Loss, Death, and Grief: Response to a National Tragedy**, National Association of School Psychologists

Key Points to Consider

- What questions would you like to see educational psychologists study?
- Describe several characteristics of effective teachers. How is effective teaching viewed by different constituents?
- As we move into the twenty-first century, what new expectations should be placed on teachers and schools? What expectations will fade?



Links: www.dushkin.com/online/

These sites are annotated in the World Wide Web pages.

The Center for Innovation in Education

<http://www.center.edu>

Classroom Connect

<http://www.classroom.net>

Education World

<http://www.education-world.com>

Goals 2000: A Progress Report

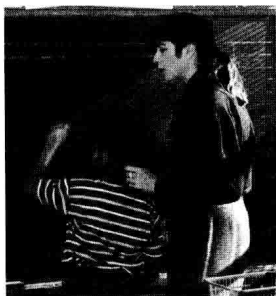
<http://www.ed.gov/pubs/goals/progrpt/index.html>

Teacher Talk Forum

<http://education.indiana.edu/cas/tt/tthmpg.html>

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<i>Selected World Wide Web Sites</i>	xiv



UNIT 1 Perspectives on Teaching

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- 1. Good Teachers, Plural,** Donald R. Cruickshank and Donald Haefele, *Educational Leadership*, February 2001

The authors examine the various perspectives used throughout the twentieth century to describe what makes a good teacher. They argue that because none of the previous theories satisfies everyone, we should recognize many kinds of good teaching and develop evaluation systems that encompass the full range of what could be considered ***effective teaching***.

2
- 2. Teachers as Leaders,** Richard F. Bowman, *The Clearing House*, May/June 2004

Bowman argues that teachers as leaders show four common abilities: manage attention, create shared meanings, create trust in relationships, and have a strong voice. Teachers who develop leadership skills are more ***effective teachers*** in the classroom and are better able to create and maintain a developmental culture in the school in which teachers not only teach students, but also each other.

6
- 3. What Urban Students Say About Good Teaching,** Dick Corbett and Bruce Wilson, *Educational Leadership*, September 2002

Interviews with inner-city adolescents revealed that these students care deeply about learning and that they value adults who are willing to help them learn. They define ***effective teachers*** as those who push students to learn and are willing to explain the material, vary classroom activities, and help until the students do learn.

10
- 4. Helping Children Cope With Loss, Death, and Grief: Response to a National Tragedy,** *National Association of School Psychologists*, October 22, 2001

This pertinent article, provided by the National Association of School Psychologists, discusses the range of reactions that children and adolescents display in response to ***loss, death, and grief***. It also suggests ways that ***teachers and parents can help them cope*** with their own personal situation and the ***national tragedy*** of September 11, 2001.

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The concepts in bold italics are developed in the article. For further expansion, please refer to the Topic Guide and the Index.



UNIT 2 Development

Unit Overview

18

Part A. Childhood

5. **Shaping the Learning Environment: Connecting Developmentally Appropriate Practices to Brain Research**, Stephen Rushton and Elizabeth Larkin, *Early Childhood Education Journal*, Volume 29, Number 1, 2001

The authors discuss the relationships between recent findings in brain research and **developmentally appropriate practices** in order to explore the implications for early childhood learning and teaching.

20

6. **To Be Successful—Let Them Play!**, Sally C. Hurwitz, *Childhood Education*, Winter 2002/2003

How important is **play** to young children? This article offers insights into how play contributes to the **cognitive and social development** of children.

27

Part B. Adolescence

7. **What Empathy Can Do**, Ernest Mendes, *Educational Leadership*, September 2003

The author discusses the needs of **young adolescents** for a caring classroom in which positive relationships enhance their emotional development.

29

8. **Differing Perspectives, Common Ground: The Middle School and Gifted Education Relationship**, Hilda C. Rosselli and Judith L. Irvin, *Middle School Journal*, January 2001

The authors discuss the characteristics and needs of **gifted adolescents** as well as the instructional implications and programs for middle schools.

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UNIT 3 Exceptional and Culturally Diverse Children

Unit Overview

38

Part A. Educationally Disabled

9. **'Mom, Will Kaelie Always Have Possibilities?'**—The Realities of Early Childhood Inclusion, Mary Frances Hanline and Steven Daley, *Phi Delta Kappan*, September 2002

The authors discuss the myths surrounding the **inclusion** of children with **disabilities** in early childhood education programs.

41

10. **Into the Mainstream: Practical Strategies for Teaching in Inclusive Environments**, Brent Hardin and Marie Hardin, *The Clearing House*, March/April 2002

Teachers often feel daunted by the prospect of having **disabled students** in their regular classrooms because of the lack of sufficient teacher training and support services. The authors present several strategies to help teachers cope with the demands of **inclusion** and to help them become more effective overall.

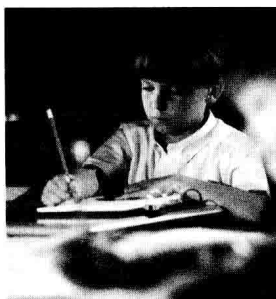
45

Part B. Gifted and Talented

11. **Challenges of Identifying and Serving Gifted Children With ADHD**, Lori J. Flint, *Teaching Exceptional Children*, March/April 2001
The article describes the relationships between ADHD, **giftedness**, and creativity. Lori Flint discusses how teachers and parents can help gifted children with ADHD to become more successful in school. 48
12. **Raising Expectations for the Gifted**, Colleen Willard-Holt, *Educational Leadership*, October 2003
The author describes five teaching strategies that allow flexibility in meeting the needs of **gifted students** in inclusive classrooms. 56

Part C. Culturally and Academically Diverse

13. **Celebrating Diverse Minds**, Mel Levine, *Educational Leadership*, October 2003
Teachers should try to avoid inappropriate labels and assessment of **diverse learners** in their classrooms. In this article, the author suggests several practices for doing so. 60
14. **When Should Bilingual Students Be in Special Education?**, Janette K. Klingner and Alfredo J. Artiles, *Educational Leadership*, October 2003
The authors discuss the concern for the inappropriate assessment and placement practices of **culturally and linguistically diverse students** and offer helpful solutions for this problem. 65
15. **Cultural Influences on the Development of Self-Concept: Updating Our Thinking**, Hermine H. Marshall, *Young Children*, November 2001
Hermine Marshall discusses the different values and beliefs that shape a child's socialization and consequently, in part, their development of self. Several practical guidelines are presented to support the development of positive **self-concepts** in **culturally diverse** groups of children. 70



UNIT 4 Learning and Instruction

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Part A. Learning and Cognition

16. **Students Remember...What They Think About**, Daniel T. Willingham, *American Educator*, Summer 2003
Based on principles of **cognitive psychology**, the importance of **meaningful structure** is discussed as a strategy to help students remember more. Shallow knowledge and understanding is contrasted with **deep knowledge and understanding**. Ideas for designing lessons, assignments, and classroom assessments are presented. 77
17. **Beyond Learning By Doing: The Brain Compatible Approach**, Jay W. Roberts, *Journal of Experiential Education*, Fall 2002
This article reviews principles of **brain based learning** with an emphasis on finding patterns, **making meaning**, and the importance of complex and multisensory environments. These principles are then applied to **experiential learning**. 82

18. **Ability and Expertise: It's Time to Replace the Current Model of Intelligence**, Robert J. Sternberg, *American Educator*, Spring 1999
Robert Sternberg argues for a new conception of **intelligence** that emphasizes developing expertise in any number of domains. He stresses the importance of **metacognitive skills, thinking skills**, knowledge, motivation, and context. 86
 19. **It's No Fad: Fifteen Years of Implementing Multiple Intelligences**, Thomas R. Hoerr, *Educational Horizons*, Winter 2003
This article summarizes the theory of **multiple intelligences** (MI). Classrooms that are based on MI are summarized and contrasted with traditional classrooms, with implications for teaching, curriculum, and assessment. 91
 20. **Caution—Praise Can Be Dangerous**, Carol S. Dweck, *American Educator*, Spring 1999
Praising success, as an application of **positive reinforcement theory**, is practiced ubiquitously by teachers. Carol Dweck summarizes studies she has conducted on how various factors—including effort, intelligence, difficulty, and enthusiasm—affect the impact of praise on student **motivation**. 94
 21. **Webs of Skill: How Students Learn**, Kurt W. Fischer and L. Todd Rose, *Educational Leadership*, November 2001
A **constructive web of skills** is used to illustrate how students **learn by making meaningful branches and connections**. These maps provide a new tool for understanding variations in student **learning styles**. 99
 22. **Invitations to Learn**, Carol Ann Tomlinson, *Educational Leadership*, September 2002
The author maintains that students care deeply about learning and respond when their **needs for affirmation, contribution, purpose, power, and challenge** are met. Such social psychological needs are satisfied by teachers who constantly, through their behaviors, invite students to learn. 105
 23. **Promoting Academic Achievement Through Social and Emotional Learning**, Katharine Ragozzino, Hank Resnik, Mary Utne-O'Brien, and Roger P. Weissberg, *Educational Horizons*, Summer 2003
These authors argue that **social and emotional learning** (SEL) fosters **positive relationships with others**, promotes **cooperation**, and establishes a **learning environment** that enhances student achievement. Suggestions for how teachers can focus on SEL are summarized. 109
- Part B. Instructional Strategies**
24. **Teachers Bridge to Constructivism**, Kathryn Alesandrini and Linda Larson, *The Clearing House*, January/February 2002
The major tenets of **constructivism** are reviewed with applications to instruction and classroom assessments. Learning is enhanced with **collaborative and cooperative inquiry** that results in **active participation in authentic activities**. 113
 25. **Constructivism and Block Scheduling: Making the Connection**, Donald G. Hackmann, *Phi Delta Kappan*, May 2004
Donald Hackmann shows how the principles of **constructivism**, particularly the feature of **deep understanding**, can be used with **block scheduling** to enhance student learning. 117
 26. **What is High-Quality Instruction?**, Iris R. Weiss and Joan D. Pasley, *Educational Leadership*, February 2004
Based on a study of 364 lessons, five features of **effective teaching** are identified: **student engagement, culture** conducive to learning, **equal access** for all students, **effective questioning**, and assistance in making sense of content. 123

27. **The Integration of Instructional Technology Into Public Education: Promises and Challenges**, Rodney S. Earle, *Educational Technology*, January/February 2002

When appropriately integrated, **instructional technology** can enhance student performance, improve students' attitudes about learning and themselves, and lead to a more effective **learning environment**. The authors summarize principles of **effective integration into instructional practices**.

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28. **Using Data to Differentiate Instruction**, Kay Brimijoin, Ede Marquisee, and Carol Ann Tomlinson, *Educational Leadership*, February 2003

This article shows how data on student learning from **classroom assessments** can be used to **differentiate instruction** in order to enhance the learning of all students. Informal and formal data as well as student **self-assessments** are used to shape instruction.

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UNIT 5

Motivation and Classroom Management

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Part A. Motivation

29. **Intrinsic Versus Extrinsic Motivation in Schools: A Reconciliation**, Martin V. Covington, *Current Directions in Psychological Science*, February 2000

Martin Covington suggests that intrinsic and extrinsic **motivation** can be reconciled by focusing on student interests. He reports on research that suggests that the negative effects of extrinsic motivation can be reduced by building learning tasks around student interests, developing **grading** systems that are criterion-referenced rather than norm-referenced, and recognizing students for being involved in learning.

143

30. **Do Students Care About Learning? A Conversation with Mihaly Csikszentmihalyi**, Marge Scherer, *Educational Leadership*, September 2002

Student engagement and its role in **motivation**, is explored. Csikszentmihalyi's concept of flow is explained, along with instructional activities that engage students and inspire a love of learning.

147

31. **Self-Efficacy: A Key to Improving the Motivation of Struggling Learners**, Howard Margolis and Patrick McCabe, *The Clearing House*, July/August 2004

Students with high self-efficacy generally are more **motivated** learners. The authors suggest that teachers need to recognize that low **self-efficacy** is modifiable with the right set of tasks and instructional principles. They argue that teachers need to "stack the deck for success," teach needed learning strategies and facilitative attributions, reinforce effort and persistence, and help students create personal goals to strengthen self-efficacy.

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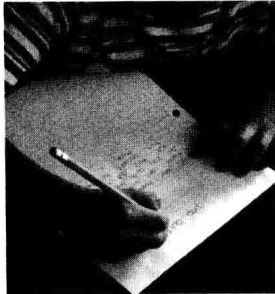
Part B. Classroom Management

32. **When Children Make Rules**, Rheta DeVries and Betty Zan, *Educational Leadership*, September 2003

The article discusses a **classroom management** technique in which teachers in **constructivist** classrooms engage students in discussions to make classroom rules. They argue that children who make rules demonstrate an understanding of the classroom norms by putting them in their own words. They also discuss guidelines for using external control.

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33. **The Key to Classroom Management**, Robert J. Marzano and Jana S. Marzano, *Educational Leadership*, September 2003
The authors find that the quality of ***student-teacher relationships*** is the foundation for ***effective classroom management***. They describe the qualities of effective student-teacher relationships and how to work with high-needs students. 163
34. **Twelve Practical Strategies to Prevent Behavioral Escalation in Classroom Settings**, Smita Shukla-Mehta and Richard W. Albin, *The Clearing House*, November/December 2003
The authors explain numerous research-based ***discipline*** techniques to prevent behavior from escalating in classrooms. The strategies are proactive and preventive. They include not escalating your own behavior, intervening early, matching consequences to the severity of the problem behavior, and understanding the function of the problem behavior. 168
35. **Corporal Punishment: Legalities, Realities, and Implications**, Patricia H. Hinchey, *The Clearing House*, January/February 2003
Patricia Hinchey discusses the dangers of corporal punishment, which is still used to ***discipline*** students in 23 states. She argues that children's rights need to be protected and that teachers should act as advocates for children's welfare. 175



UNIT 6 Assessment

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36. **The Lessons of High-Stakes Testing**, Lisa M. Abrams and George F. Madaus, *Educational Leadership*, November 2003
Research on the impact of ***high-stakes testing*** on teaching and learning is reviewed to present seven "principles" that need to be considered when implementing these tests. There is a call for ***multiple measures*** of student achievement to enhance ***validity***. 182
37. **Are We Measuring Student Success With High-Stakes Testing?**, Kathleen Anderson Steeves, Jessica Hodgson, and Patricia Peterson, *The Educational Forum*, Spring 2002
High-stakes testing is now part of the landscape of public education. Controversy continues about whether such tests provide a meaningful measure of student success. Negative consequences, such as ***teaching to the test***, are summarized. 187
38. **The Seductive Allure of Data**, W. James Popham, *Educational Leadership*, February 2003
W. James Popham explains why ***standardized test*** results are rarely useful as feedback to teachers for improving student performance. He summarizes why ***instructionally useful classroom assessments*** provide the best data to enhance teaching and learning. 192
39. **Working Inside the Black Box: Assessment for Learning in the Classroom**, Paul Black, Christine Harrison, Clare Lee, Bethan Marshall, and Dylan Wiliam, *Phi Delta Kappan*, September 2004
The authors present a comprehensive analysis of the impact of ***formative classroom assessment*** on student learning, ***grading***, ***student self-assessment***, motivation, and self-esteem. Suggestions for improving teaching are based on a series of investigations to provide ***evidence-based*** conclusions. 196

40. Classroom Assessment for Learning , Stephen Chappuis and Richard J. Stiggins, <i>Educational Leadership</i> , September 2002 The authors argue that <i>student-involved classroom assessment</i> engages and motivates students to do their best work. Such <i>formative self-assessment</i> provides students with information to monitor their own learning.	209
41. How Classroom Assessments Improve Learning , Thomas R. Guskey, <i>Educational Leadership</i> , February 2003 Guskey shows how <i>classroom assessments</i> can be integrated with instruction to improve student learning. He emphasizes the need <i>to provide feedback to students</i> in the form of <i>corrective instruction</i> .	213
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The concepts in bold italics are developed in the article. For further expansion, please refer to the Topic Guide and the Index.