

A·N·N·U·A·L E·D·I·T·I·O·N·S

# Educational Psychology

00/01



Student Web Site



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**1. Perspectives on Teaching**

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**2. Development**

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**3. Exceptional and Culturally Diverse Children**

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**4. Learning and Instruction**

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**5. Motivation and Classroom Management**

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**6. Assessment**

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Fifteenth 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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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.

New to ANNUAL EDITIONS is the inclusion of related World Wide Web sites. These sites have been selected by our editorial staff to represent some of the best resources found on the World Wide Web today. Through our carefully developed topic guide, we have linked these Web resources to the articles covered in this ANNUAL EDITIONS reader. We think that you will find this volume useful, and we hope that you will take a moment to visit us on the Web at <http://www.dushkin.com> to tell us 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 00/01* 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, regarding exceptional and culturally diverse students, 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, authentic instruction, 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 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*.

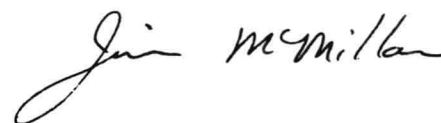
This fifteenth edition of *Annual Editions: Educational Psychology* has been revised in order to present articles that are current and useful. Your responses to the selection and organization of materials are appreciated. Please complete and return the postage-paid *article rating form* on the last page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



Kathleen M. Cauley  
Editor



Fredric Linder  
Editor



James H. McMillan  
Editor

# Contents

To the Reader	iv
Topic Guide	2
Selected World Wide Web Sites	4

Overview	6
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1. **The Year That I Really Learned How to Teach**, Ranae Hagen Stetson, *Educational Leadership*, May 1999. **Effective teaching** takes many forms. Ranae Stetson illustrates one model of effective teaching as she describes how she created **student-centered** instruction for her first grade class. 8
2. **Reflection Is at the Heart of Practice**, Simon Hole and Grace Hall McEntee, *Educational Leadership*, May 1999. **Effective teaching** develops in part through reflection on practice. The authors of this selection provide two protocols to guide reflection on teaching. 10
3. **Schools and Curricula for the 21st Century: Predictions, Visions, and Anticipations**, Weldon F. Zenger and Sharon K. Zenger, *NASSP Bulletin*, April 1999. The authors believe that technology dominates the list of **educational issues** facing schools in the twenty-first century. They describe ways in which technology will change schools, teaching, and curricula. 14
4. **What Issues Will Confront Public Education in the Years 2000 and 2020? Predictions of Chief State School Officers**, Alan D. Morgan, Myrna Matranga, Gary L. Peltier, and George C. Hill, *The Clearing House*, July/August 1998. Will students be educated in schools as we know them in 20 years? The authors of this article foresee shifts in **educational issues** as technology becomes more prevalent and as more students are educated at home or in the workplace. 21

Overview	24
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## A. CHILDHOOD

5. **What Do We Know from Brain Research?** Pat Wolfe and Ron Brandt, *Educational Leadership*, November 1998. The authors discuss the neuroscientific research regarding the human brain as well as the implications it has for **child development**, teaching, and learning. 26
6. **The Moral Child**, *U.S. News & World Report*, June 3, 1996. 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. 31



## Perspectives on Teaching

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



## Development

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



## Exceptional and Culturally Diverse Children

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

7. **Reevaluating Significance of Baby's Bond with Mother**, Sandra Blakeslee, *New York Times*, August 4, 1998. 36  
This article discusses the role that early attachment between mother and infant contributes to later **child development**. Research is presented which contradicts the conclusions of earlier attachment studies.
8. **Helping Children Become More Prosocial: Ideas for Classrooms, Families, Schools, and Communities**, Alice S. Honig and Donna S. Wittmer, *Young Children*, January 1996. 39  
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 in the classroom that encourages prosocial deeds and attitudes.

### B. ADOLESCENCE

9. **How Well Do You Know Your Kid?** Barbara Kantrowitz and Pat Wingert, *Newsweek*, May 10, 1999. 47  
In this article, the authors discuss the emotional difficulties that adolescents face and how parents can meet the **needs of adolescents** and maintain a positive relationship with them.
10. **Out of the Mouths of Babes: Voices of At-Risk Adolescents**, Korynne Taylor-Dunlop and Marcia M. Norton, *The Clearing House*, May/June 1997. 50  
A study of 11 at-risk young women finds that these **adolescent students** appreciate institutional caring, authentic learning, and attentive and helpful teachers.

### Overview 56

#### A. EDUCATIONALLY DISABLED

11. **Taking Inclusion into the Future**, Dorothy Kerzner Lipsky and Alan Gartner, *Educational Leadership*, October 1998. 58  
This article reviews the recently reauthorized **Individuals with Disabilities Education Act** (IDEA) and reinforces the view that **inclusion** is the best way to educate our students with disabilities.
12. **Good Questions to Ask: When a Child with a Developmental Delay Joins Your Class**, Susan Lei Lani Stewart, *Young Children*, September 1999. 62  
The author presents a list of questions that teachers of children with **disabilities** can ask both parents and specialists in order to build a strong foundation of knowledge that can be used in the classroom.

## B. GIFTED AND TALENTED

13. **Meeting the Needs of Gifted Learners in the Early Childhood Classroom**, Brooke Walker, Norma Lu Hafenstein, and Linda Crow-Enslow, *Young Children*, January 1999. 65  
The authors present a broad description of **gifted children** and discuss the characteristics of young intellectually gifted children and how best to meet their needs in the classroom.
14. **How All Middle-Schoolers Can Be "Gifted,"** Jay A. McIntire, *The Education Digest*, May 1998. 70  
**Gifted education programs** reward students with increased academic excellence and help them develop positive attitudes about their achievements and interpersonal relationships.

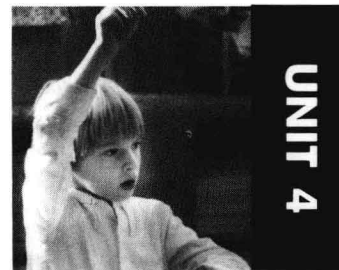
## C. CULTURALLY AND ACADEMICALLY DIVERSE

15. **The Goals and Track Record of Multicultural Education**, Rita Dunn, *Educational Leadership*, April 1997. 73  
Rita Dunn reviews the **multicultural education goals** of increasing academic achievement and promoting greater sensitivity to cultural differences among students. Dunn believes that many programs are misguided.
16. **Multiculturalism at a Crossroads**, John Gallagher, *The Education Digest*, April 1998. 77  
John Gallagher discusses some of the positive outcomes of **multicultural education** in schools where content integration is emphasized and racial prejudice is discouraged.
17. **Voices and Vices: Cultural and Linguistic Dimensions of Giftedness**, Ellen Riojas Clark and Virginia Gonzalez, *Educational Horizons*, Fall 1998. 80  
The authors discuss how to identify the abilities of young **language-minority students** by gathering information from parent and teacher evaluations in conjunction with alternative assessments.

## Overview 86

## A. INFORMATION PROCESSING/COGNITIVE LEARNING

18. **Brain Basics: Cognitive Psychology and Its Implications for Education**, Richard L. Bucko, *ERS Spectrum*, Summer 1997. 88  
Recent research on how the **brain** operates has provided educators with principles for applying **cognitive psychology** to student learning. In this article, Richard Bucko summarizes research on how the brain works, levels of brain functions, and **implications for thinking skills and other learning and memory** applications.
19. **In Search of . . . Brain-Based Education**, John T. Bruer, *Phi Delta Kappan*, May 1999. 94  
In this article recent **brain-based research** is reviewed with a critical application to schools and learning. Caution is advised in using findings from **brain laterality** (right brain versus left brain) and the "sensitive" period for maximizing learning.



## Learning and Instruction

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

- 20. The First Seven . . . and the Eighth: A Conversation with Howard Gardner**, Kathy Checkley, *Educational Leadership*, September 1997. **101**  
The theory of **multiple intelligences** (MI) has stirred controversy about the nature of the brain and the influence of culture on human performance. In this article, a conversation with Howard Gardner updates developments in MI and reviews implications of MI for **learning** and instruction.
- 21. Ability and Expertise: It's Time to Replace the Current Model of Intelligence**, Robert J. Sternberg, *American Educator*, Spring 1999. **106**  
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.
- B. LEARNING**
- 22. Caution—Praise Can Be Dangerous**, Carol S. Dweck, *American Educator*, Spring 1999. **112**  
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 affect the impact of praise on student **motivation**, including effort, intelligence, difficulty, and enthusiasm.
- 23. Constructivist Theory in the Classroom: Internalizing Concepts through Inquiry Learning**, Mary M. Bevevino, Joan Dengel, and Kenneth Adams, *The Clearing House*, May/June 1999. **117**  
The authors integrate **constructivism** with inquiry learning theories to show how teaching and learning activities can be designed to engage students and encourage them to **think critically**.
- 24. The Challenges of Sustaining a Constructivist Classroom Culture**, Mark Windschitl, *Phi Delta Kappan*, June 1999. **121**  
**Constructivism** is based on having students **actively create, interpret, and reorganize knowledge**. The author argues for the importance of a **constructivist culture** in the classroom, a set of norms, beliefs, and practices that imbue all aspects of the environment.
- 25. Keeping in Character: A Time-Tested Solution**, Jacques S. Benninga and Edward A. Wynne, *Phi Delta Kappan*, February 1998. **127**  
The authors provide a point-by-point reaction to recent criticisms of **character education**. It is argued that educating for character is essential to enhancing the **social, emotional, and moral well-being** of students. **Values and learning theories** are cited that support character education, including the appropriate uses of **extrinsic reinforcement**.



### C. INSTRUCTIONAL STRATEGIES

- 26. Improving Student Thinking**, Barry Beyer, *The Clearing House*, May/June 1998. **136**  
Student **thinking** can be enhanced by making the process more visible in the **teaching-learning environment**. Barry Beyer shows how several instructional techniques, including **scaffolding**, **meta-cognitive reflection**, **modeling**, and **cueing**, can be used to promote an environment in which thinking is explicit and integrated with subject-matter learning.
- 27. The Intelligence-Friendly Classroom: It Just Makes Sense**, Robin Fogarty, *Phi Delta Kappan*, May 1998. **142**  
Based on recent theories of **intelligence**, including Vygotsky's theory of **social mediation**, Gardner's theory of **multiple intelligences**, and Sternberg's **successful intelligence**, among others, Robin Fogarty explains how **constructivist classrooms** can be created.
- 28. Mapping a Route toward Differentiated Instruction**, Carol Ann Tomlinson, *Educational Leadership*, September 1999. **145**  
Carol Ann Tomlinson illustrates principles of **differentiated instruction** in two classrooms. She shows how to vary instructional activities and **scaffolding** to meet the needs of all students.
- 29. Educating the Net Generation**, Don Tapscott, *Educational Leadership*, February 1999. **150**  
Technology, especially the **Internet**, is the focus of this article. The author summarizes effective approaches to using technology, including **interactive learning**, **discovery learning**, learner-centered education, and customized learning.

### Overview **154**

### A. MOTIVATION

- 30. A New Look at School Failure and School Success**, William Glasser, *Phi Delta Kappan*, April 1997. **156**  
William Glasser argues that the root of poor student **motivation** is problems in the **student-teacher relationship**. He suggests that students who are destined to fail believe that no one cares about them because teachers use coercive techniques promoted by **behaviorism**. He describes the improvements in motivation and achievement in schools that have adopted what he calls "choice theory" as an alternative.
- 31. I Think I Can, I Think I Can: Understanding and Encouraging Mastery Motivation in Young Children**, Penny Hauser-Cram, *Young Children*, July 1998. **162**  
Penny Hauser-Cram describes mastery **motivation**, how it changes in early childhood, and how parents and caregivers affect it. She cautions us to guide children without being overly directive.
- 32. Caring about Learning: The Nature and Nurturing of Subject-Matter Appreciation**, Martin V. Covington, *Educational Psychologist*, Spring 1999. **167**  
Martin Covington explores the extent to which intrinsic **motivation** for subject matter appreciation can flourish in typical, competitive classroom environments.



## UNIT 5

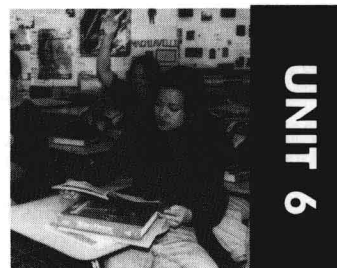
### Motivation and Classroom Management

Eight selections discuss student control and motivation in the classroom.

## B. CLASSROOM MANAGEMENT AND DISCIPLINE

33. **Moving beyond Management As Sheer Compliance: Helping Students to Develop Goal Coordination Strategies**, Mary McCaslin and Thomas L. Good, *Educational Horizons*, Summer 1998. 176  
The authors describe several representations of **classroom management** that help us conceptualize classroom management goals and strategies. It is best, they say, to choose management strategies that fit instructional goals and students' needs and abilities. Ultimately they suggest that teachers should enable students to become self-regulating by learning to coordinate their multiple academic and social goals.
34. **Connecting Instruction and Management in a Student-Centered Classroom**, Nancy K. Martin, *Middle School Journal*, March 1997. 182  
Nancy Martin asserts that **student-centered** instruction and teacher-centered **classroom management** do not mix. Instead, she suggests that teachers should encourage self-discipline and responsibility. These techniques nurture the **student-teacher relationship** that is crucial to student-centered instruction.
35. **Teaching Students to Regulate Their Own Behavior**, Lewis R. Johnson and Christine E. Johnson, *Teaching Exceptional Children*, March/April 1999. 189  
**Classroom management** in inclusive classrooms can be a challenge for teachers. Lewis and Christine Johnson argue that students in **inclusive classrooms** can be taught techniques to self-regulate their behavior. This approach frees the teacher to concentrate on teaching. It also provides the student with a skill that will benefit them as lifelong learners.
36. **How to Defuse Defiance, Threats, Challenges, Confrontations . . .**, Geoff Colvin, David Ainge, and Ron Nelson, *Teaching Exceptional Children*, July/August 1997. 193  
Even teachers with a comprehensive **classroom management** system are sometimes challenged by students. The authors of this essay discuss five defusing tactics that minimize the likelihood that confrontational student behavior will escalate, including giving confrontational students a choice, reducing agitation, and disengaging and delaying a response.
37. **Salinas, California: Peace Breaks Out**, Ian Elliot, *Teaching K-8*, February 1998. 197  
PeaceBuilders, a well-regarded violence prevention program, is highlighted in this selection. Ian Elliot describes how its four basic principles are implemented in one diverse school, changing the **disciplinary** role of teachers.

<b>Overview</b>	<b>202</b>
<b>38. Why Standardized Tests Don't Measure Educational Quality</b> , W. James Popham, <i>Educational Leadership</i> , March 1999.	<b>204</b>
W. James Popham reviews characteristics of <b>standardized aptitude and achievement tests</b> to show why they are not good indicators of school effectiveness. He also explains appropriate uses of use-test scores.	
<b>39. Practicing What We Preach in Designing Authentic Assessments</b> , Grant Wiggins, <i>Educational Leadership</i> , December 1996–January 1997.	<b>211</b>
Grant Wiggins, a leading authority on <b>alternative assessments</b> , points out the importance of designing credible <b>performance tasks</b> , establishing and maintaining standards for the <b>rubric and scoring criteria</b> , and using <b>peer review</b> in the development and implementation of authentic assessments. The assessment of student <b>understanding</b> is stressed.	
<b>40. Lessons Learned about Student Portfolios</b> , Elizabeth A. Hebert, <i>Phi Delta Kappan</i> , April 1998.	<b>218</b>
<b>Portfolios</b> have become an increasingly popular kind of <b>alternative assessment</b> . In this article, principles for effective use of portfolios are based on 10 years of practical experience.	
<b>41. Grades: The Final Frontier in Assessment Reform</b> , Gregory J. Cizek, <i>NASSP Bulletin</i> , December 1996.	<b>221</b>
<b>Grading practices</b> that enhance student learning and motivation are discussed by Gregory Cizek. Suggestions are made for <b>assigning grades</b> and producing helpful <b>report cards</b> .	
<b>Index</b>	<b>225</b>
<b>Article Review Form</b>	<b>228</b>
<b>Article Rating Form</b>	<b>229</b>



## Assessment

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

## Educational Psychology

*Fifteenth Edition*

00/01

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### EDITORS

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# Topic Guide

This topic guide suggests how the selections and World Wide Web sites found in the next section of this book relate to topics of traditional concern to educational psychology students and professionals. It is useful for locating interrelated articles and Web sites for reading and research. The guide is arranged alphabetically according to topic.

The relevant Web sites, which are numbered and annotated on pages 4 and 5, are easily identified by the Web icon (Ⓜ) under the topic articles. By linking the articles and the Web sites by topic, this ANNUAL EDITIONS reader becomes a powerful learning and research tool.

TOPIC AREA	TREATED IN	TOPIC AREA	TREATED IN
<b>Alternative Assessment</b>	39. Practicing What We Preach in Designing Authentic Assessments 40. Lessons Learned about Student Portfolios Ⓜ <b>30, 31, 32</b>	<b>Cognitive Learning</b>	18. Brain Basics 19. In Search of . . . Brain-Based Education Ⓜ <b>23, 24, 25, 26</b>
<b>At-Risk Behavior</b>	10. Out of the Mouths of Babes Ⓜ <b>16, 28, 29</b>	<b>Constructivism</b>	23. Constructivist Theory in the Classroom 24. Challenges of Sustaining a Constructivist Classroom Culture Ⓜ <b>6, 9, 10, 14</b>
<b>Behaviorism</b>	22. Caution—Praise Can Be Dangerous 30. New Look at School Failure and School Success Ⓜ <b>1, 12, 14, 15</b>	<b>Differentiated Instruction</b>	28. Mapping a Route toward Differentiated Instruction Ⓜ <b>16, 17, 18, 19, 23, 24, 25, 26</b>
<b>Brain-Based Education</b>	18. Brain Basics 19. In Search of . . . Brain-Based Education Ⓜ <b>2, 3, 8, 9, 10, 24, 25</b>	<b>Disabilities</b>	11. Taking Inclusion into the Future 12. Good Questions to Ask Ⓜ <b>16, 21, 29</b>
<b>Character Education</b>	19. In Search of . . . Brain-Based Education 25. Keeping in Character: A Time-Tested Solution Ⓜ <b>2, 3, 8, 9, 10, 12</b>	<b>Discipline</b>	37. Salinas, California: Peace Breaks Out Ⓜ <b>27, 28, 29</b>
<b>Child/Adolescent Development</b>	5. What Do We Know from Brain Research? 6. Moral Child 7. Reevaluating Significance of Baby's Bond with Mother 8. Helping Children Become More Prosocial Ⓜ <b>12, 13, 14, 15</b>	<b>Diverse Students</b>	15. Goals and Track Record of Multicultural Education 16. Multiculturalism at a Crossroads 17. Voices and Voces Ⓜ <b>16, 17, 18, 19, 20, 22</b>
<b>Classroom Management</b>	33. Moving beyond Management As Sheer Compliance 34. Connecting Instruction and Management in a Student-Centered Classroom 35. Teaching Students to Regulate Their Own Behavior 36. How to Defuse Defiance, Threats, Challenges, Confrontations Ⓜ <b>27, 28, 29</b>	<b>Early Childhood</b>	5. What Do We Know from Brain Research? 8. Helping Children Become More Prosocial 13. Meeting the Needs of Gifted Learners in the Early Childhood Classroom Ⓜ <b>1, 14, 15</b>
<b>Cognitive Development</b>	5. What Do We Know from Brain Research? 6. Moral Child Ⓜ <b>14, 15</b>	<b>Educational Issues</b>	3. Schools and Curricula for the 21st Century 4. What Issues Will Confront Public Education in the Years 2000 and 2020? Ⓜ <b>10</b>
		<b>Effective Teaching</b>	1. Year That I Really Learned How to Teach 2. Reflection Is at the Heart of Practice Ⓜ <b>25, 26</b>



TOPIC AREA	TREATED IN	TOPIC AREA	TREATED IN
<b>Emotional Development</b>	7. Reevaluating Significance of Baby's Bond with Mother ☉ <b>1, 14, 15</b>		30. New Look at School Failure and School Success 31. I Think I Can, I Think I Can 32. Caring about Learning ☉ <b>27, 28, 29</b>
<b>Family Structure</b>	6. Moral Child 7. Reevaluating Significance of Baby's Bond with Mother 9. How Well Do You Know Your Kid? ☉ <b>4</b>	<b>Multicultural Education</b>	15. Goals and Track Record of Multicultural Education 16. Multiculturalism at a Crossroads 17. Voices and Voces ☉ <b>17, 18, 19, 20, 22</b>
<b>Gifted Children and Youth</b>	13. Meeting the Needs of Gifted Learners in the Early Childhood Classroom 14. How All Middle-Schoolers Can Be "Gifted" ☉ <b>16</b>	<b>Performance Assessment</b>	39. Practicing What We Preach in Designing Authentic Assessments ☉ <b>30, 31, 32</b>
<b>Grading</b>	41. Grades: The Final Frontier in Assessment Reform ☉ <b>8, 11</b>	<b>Portfolio Assessment</b>	40. Lessons Learned about Student Portfolios ☉ <b>30, 31, 32</b>
<b>Inclusion</b>	11. Taking Inclusion into the Future 35. Teaching Students to Regulate Their Own Behavior ☉ <b>16, 17, 18, 19, 22</b>	<b>Praise</b>	22. Caution—Praise Can Be Dangerous ☉ <b>14</b>
<b>Information Processing</b>	18. Brain Basics 19. In Search of . . . Brain-Based Education ☉ <b>9, 24</b>	<b>Social Development</b>	8. Helping Children Become More Prosocial 9. How Well Do You Know Your Kid? ☉ <b>12, 13, 14, 15</b>
<b>Intelligence</b>	20. First Seven . . . and the Eighth 21. Ability and Expertise 27. Intelligence-Friendly Classroom ☉ <b>3, 5, 6, 23, 24, 26</b>	<b>Standardized Testing</b>	38. Why Standardized Tests Don't Measure Educational Quality ☉ <b>3, 5</b>
<b>Memory</b>	18. Brain Basics 19. In Search of . . . Brain-Based Education ☉ <b>2, 3, 8, 9, 10, 24, 25</b>	<b>Student-Centered Teaching</b>	1. Year That I Really Learned How to Teach 34. Connecting Instruction and Management in a Student-Centered Classroom ☉ <b>16, 25, 26</b>
<b>Metacognition</b>	26. Improving Student Thinking	<b>Student/Teacher Relationships</b>	30. New Look at School Failure and School Success 34. Connecting Instruction and Management in a Student-Centered Classroom ☉ <b>11, 25, 26</b>
<b>Minority Students</b>	15. Goals and Track Record of Multicultural Education 16. Multiculturalism at a Crossroads 17. Voices and Voces ☉ <b>17, 18, 19, 20, 22</b>	<b>Technology</b>	29. Educating the Net Generation ☉ <b>7, 9, 11, 24, 25, 26</b>
<b>Moral Development</b>	6. Moral Child ☉ <b>12, 15</b>	<b>Thinking Skills</b>	18. Brain Basics 26. Improving Student Thinking ☉ <b>23, 24, 25, 26</b>
<b>Motivation</b>	22. Caution—Praise Can Be Dangerous		

## ● AE: Educational Psychology

The following World Wide Web sites have been carefully researched and selected to support the articles found in this reader. If you are interested in learning more about specific topics found in this book, these Web sites are a good place to start. The sites are cross-referenced by number and appear in the topic guide on the previous two pages. Also, you can link to these Web sites through our DUSHKIN ONLINE support site at <http://www.dushkin.com/online/>.

**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

#### 1. American Psychological Association

<http://www.apa.org/psychnet/>

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.

#### 2. Educational Resources Information Center

<http://www.accesseric.org:81>

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.

#### 3. 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.

#### 4. 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.

#### 5. 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.

### Perspectives on Teaching

#### 6. The Center for School Reform

<http://www.educenter.org>

This is the home page of the Center for School Reform, self-described as a "not-for-profit, non-partisan research organization" focusing on K-12 education reform strategies. Click on its links about school privatization.

#### 7. 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.

#### 8. 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.

#### 9. EdWeb/Andy Carvin

<http://edweb.cnidr.org>

The purpose of EdWeb is to explore the worlds of educational reform and information technology. Learn about trends in education policy and information infrastructure development, and examine success stories of computers in the classroom.

#### 10. 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.

#### 11. Teacher Talk Forum

<http://education.indiana.edu/cas/tt/thmpg.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 topics areas, from Indiana University's Center for Adolescent Studies.

### Development

#### 12. Association for Moral Education

<http://www.wittenberg.edu/ame/>

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

#### 13. 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.

#### 14. Guidelines for Developmentally Appropriate Early Childhood Practice

<http://www.newhorizons.org/naeeyc.html>

Here is a 23-page excerpt from a report, edited by Sue Bredekamp, that covers every aspect of appropriate programs that serve children from birth through age 8, published on the Web by the National Association for the Education of Young Children.

#### 15. The National Academy 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.

### Exceptional and Culturally Diverse Children

#### 16. ERIC Clearinghouse on Disabilities and Gifted Education

<http://www.cec.sped.org/gifted/gt-faqs.htm>

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

#### 17. 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.

## 18. International Project: Multicultural Pavilion

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

Here is a forum for sharing of 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.

## 19. 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.

## 20. 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.

## 21. 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.

## 22. 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.

## Learning and Instruction

## 23. 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 material is helpful in learning and instruction.

## 24. 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.

## 25. 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.

## 26. The Teachers' Network

<http://www.teachnet.org>

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.

## Motivation and Classroom Management

## 27. 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.

## 28. Early Intervention Solutions

<http://www.earlyintervention.com>

EIS presents this site to address concerns about children's stress and reinforcement. It suggests ways to deal with negative behaviors that may result from stress and anxiety among children.

## 29. National Institute on the Education of At-Risk Students

<http://www.ed.gov/offices/OERI/AtRisk/>

The At-Risk Institute supports a range of research and development activities designed to improve the education of students at risk of educational failure due to limited English proficiency, race, geographic location, or economic disadvantage. Access its work and links at this site.

## Assessment

## 30. 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.

## 31. 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.

## 32. Washington (State) Center for the Improvement of Student Learning

<http://cisl.ospi.wednet.edu/CISLALT.html>

This Washington State CISL 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 Selections

1. **The Year That I Really Learned How to Teach**, Ranae Hagen Stetson
2. **Reflection Is at the Heart of Practice**, Simon Hole and Grace Hall McEntee
3. **Schools and Curricula for the 21st Century: Predictions, Visions, and Anticipations**, Weldon F. Zenger and Sharon K. Zenger
4. **What Issues Will Confront Public Education in the Years 2000 and 2020? Predictions of Chief State School Officers**, Alan D. Morgan, Myrna Matranga, Gary L. Peltier, and George C. Hill

## Key Points to Consider

- ❖ Describe several characteristics of effective teachers.
- ❖ How does reflection improve teaching?
- ❖ As we move into the twenty-first century, what new demands will be placed on teachers and schools? What demands will fade?



## Links

[www.dushkin.com/online/](http://www.dushkin.com/online/)

6. **The Center for School Reform**  
<http://www.educenter.org>
7. **Classroom Connect**  
<http://www.classroom.net>
8. **Education World**  
<http://www.education-world.com>
9. **EdWeb/Andy Carvin**  
<http://edweb.cnidr.org>
10. **Goals 2000: A Progress Report**  
<http://www.ed.gov/pubs/goals/progrpt/index.html>
11. **Teacher Talk Forum**  
<http://education.indiana.edu/cas/tt/tthmpg.html>

These sites are annotated on pages 4 and 5.