

Preface xxiii

Chapter 1

Teachers, Teaching, and
Educational Psychology 1

PART 1 STUDENTS

Chapter 2

Cognitive Development
and Language 23

Chapter 3

Personal, Social, and Emotional
Development 65

Chapter 4

Learner Differences
and Learning Needs 105

Chapter 5

Culture and Community 153

PART 2 LEARNING AND MOTIVATION

Chapter 6

Behavioral Views of Learning 197

Chapter 7

Cognitive Views of Learning 235

Chapter 8

Complex Cognitive Processes 275

Chapter 9

Social Cognitive and Constructivist
Views of Learning 313

Chapter 10

Motivation in Learning
and Teaching 349

PART 3 TEACHING

Chapter 11

Creating Learning Environments 395

Chapter 12

Teaching for Academic Learning 431

Chapter 13

Teaching for Self-Regulation, Creativity,
and Tolerance 477

PART 4 ASSESSING

Chapter 14

Standardized Testing 513

Chapter 15

Classroom Assessment
and Grading 547

Appendix

Standards and Licensure: PRAXIS II™
and INTASC 581

Preface xxiii

Chapter 1

Teachers, Teaching, and Educational Psychology 1

- **Teachers' Casebook: What Would You Do?** 1
 - Overview 1
 - Do Teachers Make a Difference? 2
 - Teacher-Student Relationships* 2
 - Teacher Preparation and Quality* 2
 - **Stories of Learning/Tributes to Teaching—Jay** 3
 - What Is Good Teaching? 4
 - Inside Four Classrooms* 4
 - A Bilingual 1st Grade 4
 - A Suburban 5th Grade 5
 - Two Advanced Math Classes 5
 - Expert Knowledge* 6
 - **Point/Counterpoint: What Is Good Teaching?** 7
 - Beginning Teachers* 8
 - **Reaching Every Student: Creativity in an Urban School** 9
 - The Role of Educational Psychology 9
 - Is It Just Common Sense?* 10
 - Taking Turns 10
 - Helping Students 10
 - Skipping Grades 11
 - Obvious Answers? 11
 - Using Research to Understand and Improve Teaching 11
 - Descriptive Studies 11
 - Correlational Studies 12
 - Experimental Studies 12
 - Single-Subject Experimental Designs 13
 - Microgenetic Studies 14
 - The Role of Time in Research 14
 - Theories for Teaching 14
 - Teachers as Researchers 15
 - How This Book Can Help You Learn 15
 - Structure and Content Supports Learning* 15
 - Getting Ready to Learn* 15

- Aids to Understanding* 15
- Applying Knowledge* 16

- Using Web Resources to Enhance Professional Development 16
 - Organize 16
 - Evaluate 16
 - Share 16

Becoming a Good Beginning Teacher 17

- **Enhancing Your Expertise with Technology: Professional Development** 17

- Summary Table 18
- Becoming a Professional 20

- **Teachers' Casebook: What Would They Do?** 21

PART I STUDENTS

Chapter 2

Cognitive Development and Language 23

- **Teachers' Casebook: What Would You Do?** 23
- Overview 23
- A Definition of Development 24
 - General Principles of Development* 24
 - The Brain and Cognitive Development* 24
 - The Developing Brain: Cerebral Cortex 25
 - Specialization and Integration 25
 - The Developing Brain: Neurons 26
 - Implications for Teachers 28
- **Point/Counterpoint: Brain-Based Education** 29
- Piaget's Theory of Cognitive Development 28
 - Influences on Development* 30
 - Basic Tendencies in Thinking* 30
 - Organization 30
 - Adaptation 31
 - Equilibration 31
 - Four Stages of Cognitive Development* 31
 - Infancy: The Sensorimotor Stage 32

Socialization: Family, Peers, and Teachers 87

American Families Today 88

Divorce 88

Effects of Divorce 88

Peer Relationships and Peer Cultures 88

Who Is Likely to Have Problems with Peers? 89

Peer Cultures 90

New Roles for Teachers 90

Challenges for Children 91

Navigating Transitions 91

Young Children: Starting School 92

Students in the Middle Grades:

Another Transition 92

Children and Youth at Risk 93

Child Abuse 94

■ **Reaching Every Student: Safety on the Internet** 95

■ **Stories of Learning/Tributes to Teaching—**

David 95

Eating Disorders 96

Drug Abuse 96

Suicide 96

■ **Enhancing Your Expertise with Technology:**

Emotional and Social Development 97

Summary Table 99

Becoming a Professional 102

■ **Teachers' Casebook: What Would They Do?** 103

Guidelines:

Encouraging Initiative in Preschool Children 68

Encouraging Industry 68

Supporting Identity Formation 70

Encouraging Emotional Competence 79

Dealing with Aggression and Encouraging

Cooperation 86

Helping Children of Divorce 89

Supporting Personal and Social Development 91

Chapter 4

**Learner Differences
and Learning Needs 105**

■ **Teachers' Casebook: What Would You Do?** 105

Overview 105

Language and Labeling 106

Person-First Language 106

Disabilities and Handicaps 107

Individual Differences in Intelligence 107

What Does Intelligence Mean? 107

Intelligence: One Ability or Many? 108

Multiple Intelligences 108

Multiple Intelligences Go to School 110

Intelligence as a Process 111

How Is Intelligence Measured? 113

Binet's Dilemma 113

Group versus Individual IQ Tests 113

What Does an IQ Score Mean? 114

Intelligence and Achievement 114

Intelligence: Heredity or Environment? 115

Ability Differences and Teaching 115

Between-Class Ability Grouping 115

■ **Point/Counterpoint: Is Tracking an Effective
Strategy?** 117

Within-Class Ability Grouping 118

Cognitive and Learning Styles 118

Cognitive Styles 118

Field Dependence and Field Independence 119

Impulsive and Reflective Cognitive Styles 119

Learning Styles and Preferences 120

What Are Learning Preferences? 120

Cautions 121

Changes in the Law: Integration and Inclusion 121

Least Restrictive Placement 122

Individualized Educational Program 122

The Rights of Students and Families 123

■ **Family and Community Partnerships:**

Productive Conferences 123

Prevalent Problems and Mild Disabilities 124

Students with Learning Disabilities 124

Student Characteristics 125

Teaching Students with Learning Disabilities 126

■ **Reaching Every Student: Higher Order**

Comprehension and Severe Learning

Disabilities 127

Students with Communication Disorders 126

Speech Disorders 127

Language Disorders 128

Students with Mental Retardation 128

Students with Emotional or Behavioral

Disorders 131

■ **Enhancing Your Expertise with Technology:**

Learning about Learning Disabilities 133

*Less Prevalent Problems and More Severe
Disabilities* 133

Students with Health Impairments 133

Cerebral Palsy and Multiple Disabilities 133

Seizure Disorders (Epilepsy) 134

Students Who Are Deaf and Hard of Hearing 134

Students with Low Vision and Blindness 135

Section 504 Protections for Students 136

<i>Students with Hyperactivity and Attention Disorders</i>	137
<i>Treating and Teaching Students with ADHD</i>	138
Students Who Are Gifted and Talented	140
<i>Who Are These Students?</i>	140
■ Stories of Learning/Tributes to Teaching—	
Charelle	141
<i>What Is the Origin of these Gifts?</i>	141
<i>What Problems Do the Gifted Face?</i>	142
<i>Strategies for Identifying and Teaching Gifted Students</i>	143
<i>Recognizing Gifts and Talents</i>	143
<i>Teaching Gifted Students</i>	143
Summary Table	145
Becoming a Professional	150
■ Teachers' Casebook: What Would They Do?	151
Guidelines:	
<i>Interpreting IQ Scores</i>	114
<i>Grouping by Achievement</i>	119
<i>Teaching Students with Mild Retardation</i>	130
<i>Disciplining Students with Emotional Problems</i>	132

Chapter 5

Culture and Community 153

■ Teachers' Casebook: What Would You Do?	153
Overview	153
Today's Multicultural Classrooms	154
<i>Individuals, Groups, and Society</i>	154
<i>American Cultural Diversity</i>	156
<i>Culture and Group Membership</i>	156
<i>Cautions in Interpreting Cultural Differences</i>	156
Social Class Differences	157
<i>Being Poor</i>	158
<i>SES and Achievement</i>	158
<i>Poor Health Care</i>	158
<i>Low Expectations—Low Self-Esteem</i>	158
<i>Learned Helplessness</i>	159
<i>Peer Influences and Resistance Cultures</i>	159
<i>Tracking</i>	159
<i>Childrearing Styles</i>	160
<i>Home Environment and Resources</i>	160
Ethnic and Racial Differences	161
<i>The Changing Demographics: Cultural Differences</i>	161
<i>Cultural Conflicts</i>	162

<i>Cultural Compatibility</i>	162
<i>Ethnic and Racial Differences in School Achievement</i>	163
■ Family and Community Partnerships: Building Learning Communities	164
<i>The Legacy of Discrimination</i>	164
<i>The Development of Prejudice</i>	165
<i>Continuing Discrimination</i>	167
<i>Stereotype Threat</i>	167
<i>Short-Term Effects: Test Performance</i>	167
<i>Long-Term Effects: Disidentification</i>	168
<i>Combating Stereotype Threat</i>	168
Girls and Boys: Differences in the Classroom	169
<i>Gender-Role Identity</i>	169
<i>Gender-Role Stereotyping in the Preschool Years</i>	170
<i>Gender Bias in the Curriculum</i>	171
<i>Sex Discrimination in Classrooms</i>	172
<i>Sex Differences in Mental Abilities</i>	172
<i>Eliminating Gender Bias</i>	172
■ Point/Counterpoint: Do Boys and Girls Learn Differently?	175
Language Differences in the Classroom	174
<i>Dialects</i>	174
<i>Dialects and Pronunciation</i>	175
<i>Dialects and Teaching</i>	176
<i>Bilingualism</i>	176
<i>What Does Bilingualism Mean?</i>	176
<i>Becoming Bilingual</i>	177
■ Reaching Every Student: Recognizing Giftedness in Bilingual Students	178
<i>Bilingual Education</i>	178
<i>Research on Bilingual Programs</i>	180
Creating Culturally Compatible Classrooms	181
<i>Social Organization</i>	182
<i>Learning Styles</i>	182
<i>Possible Differences</i>	182
<i>Cautions about Learning Styles Research</i>	183
<i>Sociolinguistics</i>	183
<i>Participation Structures</i>	184
<i>Sources of Misunderstanding</i>	184
<i>Culturally Relevant Pedagogy</i>	184
<i>Students Must Experience Academic Success</i>	185
<i>Develop/Maintain Their Cultural Competence</i>	185
<i>Develop a Critical Consciousness to Challenge the Status Quo</i>	185
■ Stories of Learning/Tributes to Teaching—	
Mrs. Thompson	186
Bringing It All Together: Teaching Every Student	186
<i>Know Your Students</i>	186
<i>Respect Your Students</i>	187
<i>Teach Your Students</i>	187

- **Enhancing Your Expertise with Technology:**
Teaching Every Student 189

Summary Table 190
Becoming a Professional 194

- **Teachers' Casebook: What Would They Do?** 195

Guidelines:

Avoiding Sexism in Teaching 174
Dialects in the Classroom 177
Culturally Relevant Teaching 188

PART 2 LEARNING AND MOTIVATION

Chapter 6

Behavioral Views of Learning 197

- **Teachers' Casebook: What Would You Do?** 197

Overview 197

Understanding Learning 198

Learning: A Definition 198

Learning Is Not Always What It Seems 198

Early Explanations of Learning: Contiguity and
Classical Conditioning 200

*Pavlov's Dilemma and Discovery: Classical
Conditioning* 200

*Generalization, Discrimination,
and Extinction* 201

Operant Conditioning: Trying New Responses 202

The Work of Thorndike and Skinner 203

Types of Consequences 203

Reinforcement 204

Punishment 205

Reinforcement Schedules 206

Extinction 207

Antecedents and Behavior Change 207

Cueing 207

Prompting 207

Applied Behavior Analysis 209

Methods for Encouraging Behaviors 209

Reinforcing with Teacher Attention 209

Selecting Reinforcers: The Premack Principle 210

Shaping 211

- **Stories of Learning/Tributes to Teaching—**

My Third Grade Teacher 212

Positive Practice 213

Coping with Undesirable Behavior 213

Negative Reinforcement 214

Satiation 214

Reprimands 215

Response Cost 215

Social Isolation 215

Some Cautions 215

Behavioral Approaches to Teaching
and Management 216

Mastery Learning 217

Group Consequences 217

- **Reaching Every Student: Students with
Learning and Behavior Problems** 218

Token Reinforcement Programs 219

Contingency Contract Programs 219

Recent Approaches: Self-Regulation
and Cognitive Behavior Modification 221

Self-Management 221

Goal Setting 221

Monitoring and Evaluating Progress 222

Self-Reinforcement 222

- **Family and Community Partnerships:**
Student Self-Management 223

*Cognitive Behavior Modification
and Self-Instruction* 223

- **Enhancing Your Expertise with Technology:**
Self-Regulation 225

Problems and Issues 225

Criticisms of Behavioral Methods 226

Ethical Issues 226

Goals 226

- **Point/Counterpoint: Should Students Be
Rewarded for Learning?** 227

Strategies 228

Summary Table 229

Becoming a Professional 232

- **Teachers' Casebook: What Would They Do?** 233

Guidelines:

Applying Classical Conditioning 202

Using Praise Appropriately 210

Encouraging Positive Behaviors 213

Using Punishment 216

Chapter 7

Cognitive Views of Learning 235

- **Teachers' Casebook: What Would You Do?** 235

Overview 235

Elements of the Cognitive Perspective 236

Comparing Cognitive and Behavioral Views 236

<i>The Importance of Knowledge in Learning</i> 237	<i>Becoming an Expert: Development of Procedural and Conditional Knowledge</i> 264
General and Specific Knowledge 237	Automated Basic Skills 265
Declarative, Procedural, and Conditional Knowledge 238	Domain-Specific Strategies 266
<i>The Information Processing Model of Memory</i> 239	<i>Learning outside School</i> 266
<i>An Overview of the Model</i> 239	■ Family and Community Partnerships:
<i>Sensory Memory</i> 240	Organizing Learning 266
Capacity, Duration, and Contents of Sensory Memory 240	■ Enhancing Your Expertise with Technology:
Perception 240	Memory Techniques 267
The Role of Attention 241	
Attention and Teaching 241	Summary Table 268
<i>Working Memory</i> 242	Becoming a Professional 272
The Central Executive 243	
The Phonological Loop 243	■ Teachers' Casebook: What Would They Do? 273
The Visuospatial Sketchpad 244	Guidelines:
Duration and Contents of Working Memory 244	<i>Getting and Maintaining Attention</i> 242
Retaining Information in Working Memory 245	<i>Using Information Processing Ideas in the Classroom</i> 256
Forgetting 246	
<i>Long-Term Memory: The Goal of Teaching</i> 246	
<i>Capacity, Duration, and Contents of Long-Term Memory</i> 246	
<i>Explicit Memories: Semantic and Episodic</i> 247	
■ Reaching Every Student: A Picture and a Few Hundred Words 248	
Propositions and Propositional Networks 249	
Images 249	
Schemas 250	
Episodic Memory 251	
<i>Implicit Memories</i> 252	
<i>Storing and Retrieving Information in Long-Term Memory</i> 252	
Levels of Processing Theories 253	
Retrieving Information from Long-Term Memory 253	
Forgetting and Long-Term Memory 255	
<i>Metacognition, Regulation, and Individual Differences</i> 255	
<i>Metacognitive Knowledge and Regulation</i> 256	
<i>Individual Differences in Metacognition</i> 257	
<i>Individual Differences and Working Memory</i> 258	
Developmental Differences 258	
Individual Differences 259	
<i>Individual Differences and Long-Term Memory</i> 259	
<i>Becoming Knowledgeable: Some Basic Principles</i> 260	
<i>Development of Declarative Knowledge</i> 260	
Making it Meaningful 260	
Mnemonics 261	
■ Stories of Learning/Tributes to Teaching—	
Susan 262	
Rote Memorization 263	
■ Point/Counterpoint: What's Wrong with Memorizing? 264	
	Chapter 8
	Complex Cognitive Processes 275
	■ Teachers' Casebook: What Would You Do? 275
	Overview 275
	Learning and Teaching about Concepts 276
	<i>Views of Concept Learning</i> 276
	Prototypes and Exemplars 276
	Concepts and Schemas 277
	<i>Strategies for Teaching Concepts</i> 277
	An Example Concept-Attainment Lesson 277
	Lesson Components 277
	Lesson Structure 279
	Extending and Connecting Concepts 279
	<i>Teaching Concepts through Discovery</i> 280
	Structure and Discovery 280
	Discovery in Action 281
	<i>Teaching Concepts through Exposition</i> 281
	Advance Organizers 282
	Steps in an Expository Lesson 282
	<i>Teaching Concepts in Diverse Classrooms</i> 283
	Problem Solving 283
	<i>Problem Solving: General or Domain-Specific?</i> 284
	<i>Identifying: Problem Finding</i> 285
	<i>Defining Goals and Representing the Problem</i> 285
	Focusing Attention 285
	Understanding the Words 285
	Understanding the Whole Problem 286
	Translation and Schema Training 286
	The Results of Problem Representation 287
	<i>Exploring Possible Solution Strategies</i> 288

Algorithms 288
Heuristics 288

Anticipating, Acting, and Looking Back 289

- **Point/Counterpoint: Should Students Be Allowed to Use Calculators and Spell-Checkers?** 290

Factors That Hinder Problem Solving 290

Functional Fixedness 290

Response Set 291

The Importance of Flexibility 291

Effective Problem Solving: What Do the Experts Do? 292

Expert Knowledge 292

Novice Knowledge 293

- **Enhancing Your Expertise with Technology: Problem Solving** 295

Becoming an Expert Student: Learning Strategies and Study Skills 295

Learning Strategies and Tactics 296

Deciding What Is Important 296

Summaries 296

Underlining and Highlighting 297

Taking Notes 298

Visual Tools for Organizing 298

Reading Strategies 299

- **Reaching Every Student: Teaching Them How to Learn** 300

Applying Learning Strategies 300

Valuing Learning 301

Effort and Efficacy 301

Epistemological Beliefs 302

Teaching for Transfer 303

A Contemporary View of Transfer 303

Teaching for Positive Transfer 304

What Is Worth Learning? 304

How Can Teachers Help? 304

- **Stories of Learning/Tributes to Teaching—Esme Codell** 305

Stages of Transfer for Strategies 305

- **Family and Community Partnerships: Promoting Transfer** 306

Summary Table 307

Becoming a Professional 310

- **Teachers' Casebook: What Would They Do?** 311
- Guidelines:

Applying Bruner's Ideas 281

Applying Ausubel's Ideas 283

Problem Solving 294

Becoming an Expert Student 301

Chapter 9

Social Cognitive and Constructivist Views of Learning 313

- **Teachers' Casebook: What Would You Do?** 313
- Overview 313

Social Processes in Learning 314

Parents, Peers, and Teachers 314

Social Learning and Social Cognitive Theories 315

- **Stories of Learning/Tributes to Teaching—Three Letters from Teddy** 316

Learning by Observing Others 317

Attention 317

Retention 317

Production 317

Motivation and Reinforcement 318

Factors That Influence Observational Learning 318

Observational Learning in Teaching 319

Directing Attention 319

Fine-Tuning Already-Learned Behaviors 319

Strengthening or Weakening Inhibitions 320

Teaching New Behaviors 320

Arousing Emotion 320

Reciprocal Determinism 320

Constructivism and Situated Learning 322

Constructivist Views of Learning 323

Psychological/Individual Constructivism 323

Vygotsky's Social Constructivism 324

Constructionism 325

How Is Knowledge Constructed? 325

Knowledge: Situated or General? 326

Common Elements of Constructivist Perspectives 327

Complex Learning Environments and Authentic Tasks 327

Social Negotiation 327

Multiple Perspectives and Representations of Content 327

Understanding the Knowledge Construction Process 328

Student Ownership of Learning 328

Applications of Constructivist and Situated Perspectives on Learning 329

Inquiry and Problem-Based Learning 329

Examples of Inquiry 329

Problem-Based Learning 331

Research on Inquiry and Problem-Based Learning 332

Dialogue and Instructional Conversations 333

- **Reaching Every Student: Lunch Learning** 334

Cognitive Apprenticeships 334

A Cognitive Apprenticeship in Learning Mathematics 336

<i>Cognitive Apprenticeships in Thinking</i>	336
<i>Developing Thinking in Every Class</i>	336
■ Point/Counterpoint: Should Schools Teach Critical Thinking and Problem Solving?	337
Critical Thinking	338
The Language of Thinking	338
<i>An Integrated Constructivist Program: Fostering Communities of Learners</i>	339
■ Family and Community Partnerships:	
Communicating about Innovations	340
Working with Families	340
■ Enhancing Your Expertise with Technology:	
Thinking Skills	341
Looking Back at Learning	341
Summary Table	343
Becoming a Professional	346
■ Teachers' Casebook: What Would They Do?	347
Guidelines:	
Using Observational Learning	321

Chapter 10

Motivation in Learning and Teaching 349

■ Teachers' Casebook: What Would You Do?	349
Overview	349
What Is Motivation?	350
Meeting Some Students	350
Intrinsic and Extrinsic Motivation	351
Four General Approaches to Motivation	352
Behavioral Approaches to Motivation	352
Humanistic Approaches to Motivation	353
Maslow's Hierarchy	353
Cognitive Approaches to Motivation	354
Attribution Theory	354
Attributions in the Classroom	355
Teacher Actions and Student Attributions	355
Expectancy $\times$ Value Theories	356
Sociocultural Conceptions of Motivation	356
■ Stories of Learning/Tributes to Teaching—	
Creating Communities	357
Goal Orientation and Motivation	358
Types of Goals and Goal Orientations	359
Four Goal Orientations in School	359
Wait—Are Performance Goals Always Bad?	360
Beyond Mastery and Performance	360

<i>Feedback and Goal Acceptance</i>	361
<i>Goals: Lessons for Teachers</i>	361
Interests and Emotions	362
Tapping Interests	362
■ Point/Counterpoint: Does Making Learning Fun Make for Good Learning?	364
<i>Arousal: Excitement and Anxiety in Learning</i>	364
Curiosity, Novelty and Complexity	365
Anxiety in the Classroom	365
How Does Anxiety Interfere with Achievement?	366
Coping with Anxiety	366
<i>Interests and Emotions: Lessons for Teachers</i>	366
Self-Schemas	367
Beliefs about Ability	367
Beliefs about Self-Efficacy	368
Self-Efficacy, Self-Concept, and Self-Esteem	368
Sources of Self-Efficacy	369
Efficacy and Motivation	369
Teacher Efficacy	370
Self-Determination	370
Self-Determination in the Classroom	371
Information and Control	371
Learned Helplessness	371
Self-Worth	372
Self-Schemas: Lessons for Teachers	374
Motivation to Learn in School	374
On TARGET for Learning	375
Tasks for Learning	376
Task Value	376
Authentic Tasks	376
Supporting Autonomy and Recognizing Accomplishment	378
Supporting Choices	378
Recognizing Accomplishment	378
■ Reaching Every Student: Bounded Choice	379
Grouping, Evaluation, and Time	380
Grouping and Goal Structures	380
Evaluation	380
Time	381
Bringing It All Together: Strategies to Encourage Motivation and Thoughtful Learning	383
Can I Do It? Building Confidence and Positive Expectations	384
Do I Want to Do It? Seeing the Value of Learning	384
Attainment and Intrinsic Value	384
Instrumental Value	385
What Do I Need to Do to Succeed?	
Staying Focused on the Task	386

- **Enhancing Your Expertise with Technology:**
Motivation to Learn 386
- **Family and Community Partnerships:**
Motivation to Learn 387

Summary Table 388

Becoming a Professional 392

- **Teachers' Casebook: What Would They Do?** 393
- Guidelines:

Building on Students' Interests 363

Coping with Anxiety 367

*Supporting Self-Determination
and Autonomy* 372

Encouraging Self-Efficacy and Self-Worth 374

PART 3 TEACHING

Chapter 11

Creating Learning Environments 395

- **Teachers' Casebook: What Would You Do?** 395

Overview 395

The Need for Organization 396

The Basic Task: Gain Their Cooperation 396

The Goals of Classroom Management 397

More Time for Learning 397

Access to Learning 397

Management for Self-Management 399

Creating a Positive Learning Environment 399

Some Research Results 399

Rules and Procedures Required 400

Procedures 401

Rules 402

Rules for Elementary School 402

Rules for Secondary School 403

Consequences 403

Who Sets the Rules and Consequences? 404

Planning Spaces for Learning 404

Interest Areas 405

Personal Territories 405

Getting Started: The First Weeks of Class 406

Effective Managers for Elementary
Students 407

Effective Managers for Secondary
Students 407

Maintaining a Good Environment
for Learning 408

Encouraging Engagement 408

Prevention Is the Best Medicine 408

Withitness 409

Overlapping and Group Focus 409

Movement Management 410

Dealing with Discipline Problems 410

- **Point/Counterpoint: Is Zero Tolerance
a Good Idea?** 412

*Special Problems with Secondary
Students* 412

- **Enhancing Your Expertise with Technology:**
Classroom Management 414

- **Stories of Learning/Tributes to Teaching—**
Robert and Daniel 415

The Need for Communication 415

Message Sent—Message Received 416

Diagnosis: Whose Problem Is It? 416

Counseling: The Student's Problem 417

Confrontation and Assertive Discipline 418

"I" Messages 418

Assertive Discipline 418

Confrontations and Negotiations 419

Student Conflicts and Confrontations 420

Peer Harassment 420

Violence in the Schools 421

Summing It Up: Learning Environments for All
Students 422

*Research on Different Management
Approaches* 422

Culturally Responsive Management 422

- **Reaching Every Student: Culturally Responsive
Management** 423

*Communicating with Families about Classroom
Management* 423

- **Family and Community Partnerships:**
Classroom Management 424

Summary Table 425

Becoming a Professional 428

- **Teachers' Casebook: What Would They Do?** 429

Guidelines:

Establishing Class Procedures 401

Designing Learning Spaces 406

Keeping Students Engaged 409

Imposing Penalties 411

Chapter 12

Teaching for Academic Learning 431

■ Teachers' Casebook: What Would You Do? 431

Overview 431

The First Step: Planning 432

Objectives for Learning 433

Mager: Start with the Specific 433

Gronlund: Start with the General 434

Flexible and Creative Planning—Using

Taxonomies 434

The Cognitive Domain 435

Bloom 2001 435

The Affective Domain 436

The Psychomotor Domain 436

Another View: Planning from a Constructivist Perspective 437

An Example of Constructivist Planning 438

Integrated and Thematic Plans 439

Teacher-Directed Instruction 440

Characteristics of Effective Teachers 440

Teachers' Knowledge 440

Clarity and Organization 440

Warmth and Enthusiasm 441

Explanation and Direct Instruction 441

Direct Instruction 441

Rosenshine's Six Teaching Functions 443

Why Does Direct Instruction Work? 443

Criticisms of Direct Instruction 443

Seatwork and Homework 445

Seatwork 445

Homework 446

Making Seatwork and Homework Valuable 446

■ **Point/Counterpoint: Is Homework a Valuable Use of Time?** 447

Questioning and Recitation 447

■ **Family and Community Partnerships:**

Homework 448

Kinds of Questions 448

Fitting the Questions to the Students 449

Responding to Student Answers 450

Group Discussion 451

■ **Enhancing Your Expertise with Technology:**

Questioning Techniques 452

Teacher Expectations 453

Two Kinds of Expectation Effects 453

Sources of Expectations 454

Do Teachers' Expectations Really Affect Students' Achievement? 454

■ **Stories of Learning/Tributes to Teaching—** *Small Victories* 455

Teacher Behavior and Student Reaction 456

Instructional Strategies 456

Teacher-Student Interactions 456

Student-Centered Teaching: Examples in Reading, Mathematics, and Science 457

Learning to Read and Write 457

Balance in Reading and Writing 458

Comprehension Monitoring and Reading:

Reciprocal Teaching 461

Applying Reciprocal Teaching 461

Learning and Teaching Mathematics 461

Learning Science 463

Beyond Debates to Outstanding Teaching 465

Effective Teaching in Inclusive Classrooms 465

Working with Individual Students 466

■ **Reaching Every Student: Resource Rooms, Collaborative Consultation, and Cooperative Teaching** 467

Technology and Exceptional Students 468

Summary Table 470

Becoming a Professional 474

■ Teachers' Casebook: What Would They Do? 475

Guidelines:

Using Instructional Objectives 437

Teaching Effectively 442

Productive Group Discussions 452

Avoiding the Negative Effects of Teacher Expectations 458

Teaching for Conceptual Change 464

Chapter 13

Teaching for Self-Regulation, Creativity, and Tolerance 477

■ Teachers' Casebook: What Would You Do? 477

Overview 477

Self-Regulation and Agency 478

What Influences Self-Regulation? 478

Knowledge 478

Motivation 478

■ **Family and Community Partnerships: Parents Supporting Self-Regulation** 479