To my husband,

Wayne K. Hoy

A remarkable scholar,
A demanding and caring mentor,
A dedicated father and grandfather,
And a wonderful companion in life.

The best is yet to be...
So you will know your author a bit better, here is some information.

Anita Woolfolk Hoy was born in Fort Worth, Texas, where her mother taught child development at TCU and her father was an early worker in the computer industry. She is a Texas Longhorn—all her degrees are from the University of Texas, Austin, the last one a PhD. After graduating, she was a psychologist working with children in elementary and secondary schools in 15 counties of central Texas. She began her career in higher education as a professor of educational psychology at Rutgers University, and then moved to The Ohio State University in 1994. Today she is Professor Emerita at Ohio State. Anita’s research focuses on motivation and cognition, specifically, students’ and teachers’ sense of efficacy and teachers’ beliefs about education. For many years she was the editor of Theory Into Practice, a journal that brings the best ideas from research to practicing educators. With students and colleagues, she has published over 150 books, book chapters, and research articles. Anita has served as Vice-President for Division K (Teaching & Teacher Education) of the American Educational Research Association and President of Division 15 (Educational Psychology) of the American Psychological Association. Before completing this fourteenth edition of Educational Psychology, she collaborated with Nancy Perry, University of British Columbia, to write the second edition of Child Development (Pearson, 2015), a book for all those who work with and love children.
Many of you reading this book are enrolled in an educational psychology course as part of your professional preparation for teaching, counseling, speech therapy, nursing, or psychology. The material in this text should be of interest to everyone who is concerned about education and learning, from the nursery school volunteer to the instructor in a community program for adults learning English. No background in psychology or education is necessary to understand this material. It is as free of jargon and technical language as possible, and many people have worked to make this edition clear, relevant, and interesting.

The text maintains the new, unique format that was created for the previous Active Learning Edition. If you didn't see that text, this one is probably unlike any textbook you have encountered. It is divided into 44 easy-to-read modules. Research in educational psychology points to several reasons why this format will help you learn. First, we have known for years that learning is faster and more permanent if you study smaller chunks over a longer period of time instead of trying to jam more learning into your brain in a short period of time. Also, we know that learning is deeper and more meaningful if you act on what you read—connect and apply your understandings before you get too far away from the new information. Third, we know that motivation is higher when goals are specific, the task is moderately challenging, and it can be accomplished with reasonable time and effort. Fourth, more frequent testing and checking your understanding early lets you correct misconceptions and relearn so you do not remember the wrong information. Finally, we know that your lives are full and your assignments are many, so shorter, more manageable readings fit better into your schedule. Mastering these active learning modules will help you become more self-regulating and in charge of your own academic life. So welcome to a better, more research-based way to learn educational psychology—my favorite subject!

Since the first edition of *Educational Psychology* appeared, there have been many exciting developments in the field. The fourteenth edition continues to emphasize the educational implications and applications of research on child development, cognitive science, learning, motivation, teaching, and assessment. Theory and practice are not separated in the text, but are considered together. The book is written to show how information and ideas drawn from research in educational psychology can be applied to solve the everyday problems of teaching. To help you explore the connections between research and practice, you will find in these pages a wealth of examples, lesson segments, case studies, guidelines, and even practical tips from experienced teachers. As you read this book, I believe you will see the immense value and usefulness of educational psychology. The field offers unique and crucial knowledge to any who dare to teach and to all who love to learn.

**NEW CONTENT IN THE FOURTEENTH EDITION**

Across the book, there is increased coverage of a number of important topics. Some of these include:

- Increased coverage of the **brain, neuroscience, and teaching** emphasized in Cluster 2 and also integrated into several other Clusters.
- Increased coverage of **the impact of technology and virtual learning environments** on the lives of students and teachers today.
- Increased emphasis on **diversity in today’s classrooms** (see especially Clusters 1 to 6). Portraits of students in educational settings make diversity real and human
for readers. In a number of Clusters there are new exercises asking readers to “Put Yourself in Their Place” as a way to develop empathy for many students and situations.

- Increased coverage of effective application of learning principles as identified by the [Institute for Educational Sciences](https://ies.ed.gov/ncee/wwc/PracticeGuide/1)

Key content changes in each Cluster include:

- **Cluster 1**: My goal is that this text will provide the knowledge and skills that will enable students to build a solid foundation for an authentic sense of teaching efficacy in every context and for every student, so there is new information on the Every Student Succeeds Act (ESSA). Also, the section on research now includes mixed methods (complementary methods) (see Table 1.2) and evidence-based practice.

- **Cluster 2**: New information on the brain and brain imaging techniques, synaptic plasticity, brain development in childhood and adolescence, and implications for teaching. Also, there is greater critical analysis of Piaget’s and Vygotsky’s theories.

- **Cluster 3**: Updated section on physical changes in puberty, cultural differences in play, childhood obesity, eating disorders and the Web sites that promote them, parenting, aggression, racial identity, and self-concept.

- **Cluster 4**: New sections on biases in labeling, neuroscience and intelligence, problems with learning styles, ADHD, student drug use, seizure disorders and other serious health concerns, and autism spectrum disorders.

- **Cluster 5**: New information on language development, emergent literacy, language diversity, and bilingual education.

- **Cluster 6**: New coverage of intersectionality, ethnicity and race, prejudice, expanded coverage of stereotype threat, gender, gender identity, sexual orientation, and creating culturally compatible classrooms.

- **Cluster 7**: Expanded coverage of ethical issues in behavioral approaches, reasons for classroom disruptions, and teaching implications of behavioral learning.

- **Cluster 8**: Updated coverage of the brain and cognitive learning, multitasking, working memory and cognitive load, concept teaching, desirable difficulty, effective practice, and teaching implications of cognitive learning theories.

- **Cluster 9**: All new section on teaching for complex learning and robust knowledge, updated discussion of metacognitive strategies, retrieval practice, worked examples, argumentation, and critical thinking.

- **Cluster 10**: New sections on designing learning environments, facilitating in constructivist classrooms, scaffolding, asking and answering deep questions, and the flipped classroom. Updated discussion of collaboration, learning in a digital world, and computational thinking.

- **Cluster 11**: Updated coverage of modeling, self-efficacy and agency, teacher efficacy, self-regulated learning, and emotional self-regulation. New section on grit.

- **Cluster 12**: Cluster reorganized around five broad themes in motivation. Updated treatment of expectancy-value-cost theory. New section on mindsets. Updated material on flow and on the TARGET framework for motivation.

- **Cluster 13**: New sections on the role of relationships, social skills, and mentoring in classroom management. Updated material on dealing with discipline problems, bullying and cyberbullying, restorative justice, and culturally responsive classroom management.

- **Cluster 14**: Updated research on teaching, homework, and teacher expectations as well as new sections on learning targets, the Common Core, asking deep questions, and giving feedback.

- **Cluster 15**: New sections on formative and interim assessment, guidance for using different types of test formats and rubrics, and assessing complex thinking. Updated material on discussing test results with families, controversies around high-stakes testing, value-added assessment, and PARCC and SBAC tests.
A CRYSTAL CLEAR PICTURE OF THE FIELD AND WHERE IT IS HEADED

The fourteenth edition maintains the lucid writing style for which the book is renowned. The text provides accurate, up-to-date coverage of the foundational areas within educational psychology: learning, development, motivation, teaching, and assessment, combined with intelligent examinations of emerging trends in the field and society that affect student learning, such as student diversity, inclusion of students with special learning needs, education and neuroscience, educational policy, and technology.

MyLab for Education

The most visible change in the fourteenth edition (and certainly one of the most significant changes) is the expansion of the digital learning and assessment resources embedded in the etext. Designed to bring you more directly into the world of K–12 classrooms and to help you see the very real impact that educational psychology concepts have on learning and development, these digital learning and assessment resources also:

• Provide you with practice using educational psychology concepts in teaching situations.
• Help you and your instructor see how well you understand the concepts presented in the book and the media resources.
• Help you more deeply think about and process educational psychology and how to use it as a teacher (and as a learning tool).

The online resources in the Enhanced Etext with MyLab for Education include:

• Video Examples. In almost all Clusters, embedded videos provide illustrations of educational psychology principles or concepts in action. These video examples most often show students and teachers working in classrooms. Sometimes they show students or teachers describing their thinking or experiences.

• Podcasts. In all Clusters, AnitaTalks podcasts provide direct links to relevant selections from Anita Talks About Teaching, a series of podcasts in which Dr. Woolfolk discusses how the Clusters in this text relate to the profession of teaching.
• **Self-Checks.** Throughout the Clusters you will find MyLab for Education: Self-Check quizzes. There are four to six quizzes in each Cluster, with one at the end of each major text section. They are meant to help you assess how well you have mastered the concepts covered in the section you just read. These self-checks are made up of self-grading multiple-choice items that not only provide feedback on whether you answered the questions correctly or incorrectly, but also offer rationales for both correct and incorrect answers.

• **Application Exercises.** Also at the end of each major section, you can find one or two application exercises that can challenge you to use Cluster content to reflect on teaching and learning in real classrooms. The questions you answer in these exercises are usually constructed-response items. Once you provide your own answers to the questions, you will receive feedback in the form of model answers written by experts.

• **Practice for Your Licensure Exam.** Every Cluster ends with an exercise that can give you an opportunity to apply the Cluster’s content while reading a case study and then answering multiple-choice and constructed-response questions similar to those that appear on many teacher licensure tests. By clicking on the MyLab for Education hotlink at the end of a Connect and Extend to Licensure exercise, you can complete the activity online and get feedback back about your answers.

• **Classroom Management Simulations.** In the left-hand navigation bar of MyLab for Education, you will be able to access interactive simulations that engage you in decision making about classroom management strategies. These interactive cases focus on the classroom management issues teachers most frequently encounter on a daily basis. Each simulation presents a challenge scenario at the beginning and then offers a series of choices to solve each challenge. Along the way you receive mentor feedback on your choices and have the opportunity to make better choices if necessary.
• **Study Modules.** In the left-hand navigation bar of MyLab for Education, you will also find a set of Study Modules. These interactive, application-oriented modules provide opportunities to learn foundational educational psychology concepts in ways other than reading about them. The modules present content through screen-capture videos that include animations, worked examples, and classroom videos. Each module consists of three parts. In the first part, begin with the Learn section that presents several key concepts and strategies. Then work through the problems in the Apply section. These will give you practice applying the concepts and principles to actual teaching and learning scenarios. The third part of each module is a multiple-choice test in the Assess section. This test includes higher-order questions that assess not only what you can remember about the module’s content but also how well you can apply the concepts and strategies you’ve learned to real-life classroom situations.

• **Video Analysis Tool.** Our widely anticipated Video Analysis Tool is also available in the left-hand navigation bar of MyLab for Education. The Video Analysis Tool helps you build your skills in analyzing teaching. Exercises provide classroom videos and rubrics to scaffold your analysis. Timestamp and commenting tools allow you to easily annotate the video and connect your observation to educational psychology concepts you have learned in the text.

**Additional Text Features**

With an unswerving emphasis on educational psychology’s practical relevance for teachers and students in classrooms, the text is replete with current issues and debates, examples, lesson segments, case studies, and practical ideas from experienced teachers.

- **Point/Counterpoint** sections in each Cluster present two perspectives on a controversial question related to the field; topics include debates on the kinds of research that should guide education (p. 21), brain-based education (pp. 42–43), the self-esteem movement (p. 115), pills or skills for students with ADHD (p. 161), the best way to teach English language learners (p. 216), should girls and boys be taught differently? (p. 259), using rewards to encourage student learning (pp. 308–309), what’s wrong with multi-tasking? (p. 323), teaching critical thinking and problem solving (p. 388), problem-based education (pp. 416–417), are “grittier” students more successful? (p. 466), the value of trying to make learning entertaining (p. 511), zero tolerance (p. 559), the Common Core standards (p. 584), and holding children back (p. 642).

- **Guidelines** appear throughout each Cluster, providing concrete applications of theories or principles discussed. See, for example, pages 54, 92, 97, 146, 155, 196, 211, 242, 291, 324, 349, 383, 438, 440, 459, 512, 541, 553, 588, 601, 636, and 644.

- **Guidelines: Family and Community Partnerships** sections offer specific guidelines for involving all families in their children’s learning—especially relevant now, when demand for parental involvement is at an all-time high and the need for cooperation between home and school is critical. See, for example, pages 51, 89, 154, 213, 305, 342, 393, 528, 572, 596, and 654.

- **Teachers’ Casebook** sections present students with realistic classroom scenarios at the beginning of each Cluster and ask “What Would You Do?”—giving students the opportunity to apply all the important topics of the Cluster to these scenarios via application questions. Students may then compare their responses to those of veteran teachers appearing at the end of each Cluster. See, for example, pages 75, 185, 275, 398, and 531.

- **Reaching Every Student** sections present ideas for assessing, teaching, and motivating ALL of the students in today’s inclusive classrooms. See, for example, page 70.

- **Lessons for Teachers** are succinct and usable principles for teaching based on the research. See, for example, page 505.

- **Put Yourself in Their Place** experiences develop empathy by asking students to imagine how they would feel in different situations. See pages 209, 210, 247, 295, 371, 503, and 647.

- **Stop and Think** activities give students firsthand experience with the concept being discussed, as on pages 232, 317, 320, 487, 488, 534, 579, and 625.
SUPPLEMENTARY MATERIALS

Many supplements to the textbook are available to enhance readers’ learning and development as teachers.

ONLINE INSTRUCTOR’S MANUAL. Available to instructors for download at www.pearsonhighered.com/educator is an Instructor’s Manual with suggestions for learning activities, supplementary lectures, group activities, and additional media resources. These have been carefully selected to provide opportunities to support, enrich, and expand on what students read in the textbook.

ONLINE POWERPOINT® SLIDES. PowerPoint slides are available to instructors for download at www.pearsonhighered.com/educator. These slides include key concept summarizations and other graphic aids to help students understand, organize, and remember core concepts and ideas.

ONLINE TEST BANK. The Test Bank that accompanies this text contains both multiple-choice and essay questions. Some items (lower-level questions) simply ask students to identify or explain concepts and principles they have learned. But many others (higher-level questions) ask students to apply those same concepts and principles to specific classroom situations—that is, to actual student behaviors and teaching strategies. The lower-level questions assess basic knowledge of educational psychology. But ultimately, it is the higher-level questions that can best assess students’ ability to use principles of educational psychology in their own teaching practice.

TESTGEN®. TestGen is a powerful test generator available exclusively from Pearson Education publishers. Instructors install TestGen on a personal computer (Windows or Macintosh) and create their own tests for classroom testing and for other specialized delivery options, such as over a local area network or on the web. A test bank, which is also called a Test Item File (TIF), typically contains a large set of test items, organized by Cluster and ready for your use in creating a test, based on the associated textbook material. Assessments—including equations, graphs, and scientific notation—can be created in either paper-and-pencil or online formats.

The tests can be downloaded in the following formats:

- TestGen Testbank file—PC
- TestGen Testbank file—MAC
- TestGen Testbank—Blackboard 9 TIF
- TestGen Testbank—Blackboard CE/Vista (WebCT) TIF
- Angel Test Bank (zip)
- D2L Test Bank (zip)
- Moodle Test Bank
- Sakai Test Bank (zip)

ACKNOWLEDGMENTS

During the years I have worked on this book, from initial draft to this most recent revision, many people have supported the project. Without their help, this text simply could not have been written.

Many educators contributed to this edition and previous editions. Ellen L. Usher (University of Kentucky) contributed her remarkable scholarship and delightful writing to revise Clusters 6 and 11. Carol Weinstein wrote the section in Cluster 13 on spaces for learning. Michael Yough (Purdue University) looked over several Clusters including Cluster 5, “Language Development, Language Diversity, and Immigrant Education.” Cluster 5 was also improved by suggestions from Alan Hirvela, The Ohio State University. Jerrell Cassady, Ball State University, provided invaluable guidance for Cluster 12, “Motivation in Learning and Teaching.” The portraits of students in Clusters 1 and 6 were provided by Nancy Knapp (University of Georgia).
As I made decisions about how to revise this edition, I benefited from the ideas of colleagues around the country who took the time to complete surveys, answer my questions, and review Clusters.

For their revision reviews, thanks to Karen Banks, George Mason University; Marcus Green, North Carolina State University; Cheryl Greenberg, University of North Carolina at Greensboro; Michelle Koussa, University of North Texas; Nicole Leach, Mississippi State University; and Lu Wang, Ball State University.

Many classroom teachers across the country and around the world contributed their experience, creativity, and expertise to the Teachers’ Casebook. I have thoroughly enjoyed my association with these master teachers, and I am grateful for the perspective they brought to the book:

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On this edition, I was again privileged to work with an outstanding editorial group. Their intelligence, creativity, sound judgment, style, and enduring commitment to quality can be seen on every page of this text. Kevin Davis, Director and Publisher, guided the project from reviews to completion with the eye of an artist, the mind of a scholar, and the logistical capacity of a high-powered computer. He proved to be an excellent collaborator with a wise grasp of the field and a sense of the future. Casey Coriell, Editorial Assistant, kept everything running smoothly and kept my e-mail humming. On this edition I was fortunate to have the help of Kathy Smith. She carefully and expertly read and reread every page—and improved the writing and logic in every Cluster. Her expertise and dedication set the standard for everyone in this project. Alicia Reilly was the outstanding developmental editor with the perfect combination of vast knowledge, organizational ability, and creative thinking. The text features, Teachers’ Casebook, and excellent pedagogical supports would not exist without her tireless efforts. Content and Media Producers Janelle Rogers, Lauren Carlson, and Daniel Dwyer from Pearson and Gail Gottfried kept all aspects of the project moving forward with amazing skill, grace, and good humor. Somehow they brought sanity to what could have been chaos and fun to what might have been drudgery. Now the book is in the able hands of marketing managers Christopher Barry and Krista Clark. I can’t wait to see what they are planning for me now! What a talented and creative group—I am honored to work with them all.

Finally, I want to thank my family and friends for their kindness and support during the long days and nights that I worked on this book. To my family, Marion, Bob, Eric, Suzie, Lizzie, Wayne K., Marie, Kelly, and the newest member, Amaya—you are amazing. And of course, to Wayne Hoy, my friend, colleague, inspiration, passion, husband—you are simply the best.

—ANITA WOOLFOLK HOY
A NOTE ON THE COVER

Discovery Learning Meets Need for Guidance

In the fall of 2009, I finally acted on a promise made to my daughter that we would take an art class together. She had received a brochure describing art classes at her community center—the watercolor class on Wednesday evenings caught our eye.

I had not taken any art classes since high school, so I didn't know what to expect. Armed with our new tubes of watercolors, brushes, and paper (all of which cost more than I remembered from high school) we began.

The first night, there were six small practice assignments—a tree trunk, rocks, a brick wall, a face, water in a stream, and a vase. Each gave us practice with one technique such as mixing to get flesh tones or using masking fluid to protect white areas of the paper. We watched the teacher demonstrate how to begin each skill, but he said little.

Over the next eight weeks, I remembered what it is like to be a complete novice. I had no idea how to prepare paper, mix colors, or choose brush sizes. At first the whole process seemed very frustrating. Every class we watched the teacher paint a particular fall scene for an hour, then we tried to do the same scene. He said very little.

I needed more guidance. I went and Googled “painting watercolor trees.” Amazing—the web is full of step-by-step instructions, videos, and tutorials. Instant gratification! I painted every evening. I finally had to use painting as a reward.... “When you finish grading 10 papers from your seminar, then you can paint.”

The Wednesday class always had the same structure. We had an assignment. The instructor demonstrated for the first 30 to 45 minutes, showing how to begin. He said very little. I learned to ask questions: “What color is that?” “Are you working on wet paper?” As we painted, he circulated around the room, but made very few comments. So, I continued to ask questions: “How do I make color clearer?” “How do I make this look more like water (trees, rocks, leaves, feathers...)?” I went home and painted and Googled.

At the time I found the class somewhat frustrating. I knew so little and the teacher knew so much. I needed more direct instruction! Yet as I look back, I see many elements of good studio teaching:

• Our first assignments were small, targeted pieces that focused on one skill, using just a few colors.
• We always saw a model (though I wish he had “thought out loud” more as he painted).
• We had many levels of expertise in the room—so there were peer models as well. I learned to ask them questions too.
• The climate was affirmative. Both the teacher and our fellow students found something authentically good about everyone’s paintings.

Looking back I also learned some things about myself as a learner.

• I like guidance—up to a point. But once I had the basics, I enjoyed inventing.
• I love the web! It is a fountain of learning possibilities.
• Getting to a finished product is very motivating for me—I had to make myself stop painting at night and then sometimes dreamed about brush strokes.

I have continued taking watercolor classes. You can see some of the results in this book—the cover and the pictures on the opening pages of Clusters 1 and 4. I am grateful to my teachers, Teri Clemente and Anneke Tigchelaar, for their wonderful guided discovery approach to teaching and for my fellow students, the Women of Watercolor (aka. WOW) in Naples, Florida. These classes gave me two excellent gifts—great time with my daughter and a deeper appreciation of what artists do. You know when you look at an abstract painting in a museum and think, “I could do that.” Well—maybe not right away, but with guidance, invention, and practice....
BRIEF CONTENTS

CLUSTER 1  LEARNING, TEACHING, AND EDUCATIONAL PSYCHOLOGY  2

PART I  STUDENTS
CLUSTER 2  COGNITIVE DEVELOPMENT  30
CLUSTER 3  THE SELF, SOCIAL, AND MORAL DEVELOPMENT  76
CLUSTER 4  LEARNER DIFFERENCES AND LEARNING NEEDS  128
CLUSTER 5  LANGUAGE DEVELOPMENT, LANGUAGE DIVERSITY, AND IMMIGRANT EDUCATION  186
CLUSTER 6  CULTURE AND DIVERSITY  230

PART II  LEARNING AND MOTIVATION
CLUSTER 7  BEHAVIORAL VIEWS OF LEARNING  276
CLUSTER 8  COGNITIVE VIEWS OF LEARNING  314
CLUSTER 9  COMPLEX COGNITIVE PROCESSES  356
CLUSTER 10  CONSTRUCTIVISM AND DESIGNING LEARNING ENvironments  400
CLUSTER 11  SOCIAL COGNITIVE VIEWS OF LEARNING AND MOTIVATION  446
CLUSTER 12  MOTIVATION IN LEARNING AND TEACHING  484

PART III  TEACHING AND ASSESSING
CLUSTER 13  MANAGING LEARNING ENVIRONMENTS  532
CLUSTER 14  TEACHING EVERY STUDENT  576
CLUSTER 15  CLASSROOM ASSESSMENT, GRADING, AND STANDARDIZED TESTING  618
CONTENTS

Preface v

CLUSTER 1
Learning, Teaching, and Educational Psychology 2

Teachers’ Casebook—Leaving No Student Behind: What Would You Do? 2

Cluster Overview and Objectives 3

MODULE 1 Educational Psychology for Today’s Teachers 4

Learning and Teaching Today 4
   Students Today: Dramatic Diversity and Remarkable Technology 4
   Confidence in Every Context 5
   High Expectations for Teachers and Students 6

Do Teachers Make a Difference? 7
   Teacher–Student Relationships 7 • The Cost of Poor Teaching 8

What Is Good Teaching? 9
   Inside Three Classrooms 9
      A Bilingual First Grade 9 • A Suburban Fifth Grade 9
      • An Inclusive Class 9 • So What Is Good Teaching? 10
   Models of Good Teaching: Teacher Observation and Evaluation 10 • Danielson’s Framework for Teaching 10
   TeachingWorks 11 • Measures of Effective Teaching 11

Beginning Teachers 13

MODULE 1 Summary 14

MODULE 2 Research and Theory in Educational Psychology 15

The Role of Educational Psychology 15
   In the Beginning: Linking Educational Psychology and Teaching 15

Educational Psychology Today 15

Is It Just Common Sense? 16
   Helping Students 16 • Answer Based on Research 16 • Skipping Grades 16 • Answer Based on Research 16
   Students in Control 16 • Answer Based on Research 16 • Obvious Answers? 17

Using Research to Understand and Improve Learning 17
   Correlation Studies 17 • Experimental Studies 17 • ABAB Experimental Designs 18 • Clinical Interviews and Case Studies 19 • Ethnography 19 • The Role of Time in Research 19 • What’s the Evidence? Quantitative Versus Qualitative Research 20 • Qualitative Research 20 • Quantitative Research 20 • Mixed Methods Research 20 • Scientifically Based Research and Evidence-Based Practices 20

   Teachers as Researchers 22
   Theories for Teaching 23
   Supporting Student Learning 24

MODULE 2 Summary 26

CLUSTER 1 Review 27

Connect and Extend to Licensure 27

Practice Using What You Have Learned 28

Teachers’ Casebook—Leaving No Student Behind: What Would They Do? 29

PART I STUDENTS

CLUSTER 2
Cognitive Development 30


Cluster Overview and Objectives 31

MODULE 3 Development: Some General Principles 32

A Definition of Development 32

Three Questions Across the Theories 33

General Principles of Development 34

The Brain and Cognitive Development 34

The Developing Brain: Neurons 35

The Developing Brain: Cerebral Cortex 38

Brain Development in Childhood and Adolescence 40

Putting It All Together: How the Brain Works 41
   Culture and Brain Plasticity 41

Neuroscience, Learning, and Teaching 42

POINT/COUNTERPOINT: Brain-Based Education 42
   Does Instruction Affect Brain Development? 43 • The Brain and Learning to Read 43 • Emotions, Learning, and the Brain 44

XV
CONTENTS

Lessons for Teachers: General Principles 44

MODULE 3 Summary 46

MODULE 4 Piagetian And Information Processing Theories 47

Piaget’s Theory of Cognitive Development 47

Influences on Development 47

Basic Tendencies in Thinking 48

Organization 48 • Adaptation 48 • Equilibration 49

Four Stages of Cognitive Development 49

Infancy: The Sensorimotor Stage 50 • Early Childhood to the Early Elementary Years: The Preoperational Stage 50

GUIDELINES: Family and Community Partnerships—Helping Families Care for Preoperational Children 51

Later Elementary to the Middle School Years: The Concrete-Operational Stage 52 • High School and College: Formal Operations 53

GUIDELINES: Teaching the Concrete-Operational Child 54

Do We All Reach the Fourth Stage? 55

Some Limitations of Piaget’s Theory 55

The Trouble with Stages 55

GUIDELINES: Helping Students to Use Formal Operations 56

Underestimating Children’s Abilities 56 • Cognitive Development and Culture 57

Information Processing, Neo-Piagetian, and Neuroscience Views of Cognitive Development 57

MODULE 4 Summary 59

MODULE 5 Vygotsky’s Sociocultural Perspective 60

The Social Sources of Individual Thinking 60

Cultural Tools and Cognitive Development 61

Technical Tools in a Digital Age 62 • Psychological Tools 62

The Role of Language and Private Speech 62

Private Speech: Vygotsky’s and Piaget’s Views Compared 63

The Zone of Proximal Development 63

Private Speech and the Zone 64 • The Role of Learning and Development 64

Limitations of Vygotsky’s Theory 65

MODULE 5 Summary 65

MODULE 6 Implications Of Piaget’s And Vygotsky’s Theories For Teachers 67

Applications of Piaget’s and Vygotsky’s Theories 67

Piaget: What Can We Learn? 67

Understanding and Building on Students’ Thinking 67 • Activity and Constructing Knowledge 68

Vygotsky: What Can We Learn? 68

The Role of Adults and Peers 69 • Assisted Learning 69

An Example Curriculum: Tools of the Mind 70

Reaching Every Student: Teaching in the “Magic Middle” 70

GUIDELINES: Applying Vygotsky’s Ideas in Teaching 71

Cognitive Development: Lessons for Teachers 71

MODULE 6 Summary 72

CLUSTER 2 REVIEW 73

Connect and Extend to Licensure 73

Practice Using What You Have Learned 74

Teachers’ Casebook—Symbols and Cymbals: What Would They Do? 75

CLUSTER 3

The Self, Social, and Moral Development 76

Teachers’ Casebook—Mean Girls: What Would You Do? 76

Cluster Overview and Objectives 77

MODULE 7 Physical Growth as a Context For Personal/Social Development 78

Physical Development 78

Physical and Motor Development 78

Young Children 78 • Elementary School Years 79 • The Adolescent Years 79 • Early and Later Maturing 79

GUIDELINES: Dealing with Physical Differences in the Classroom 80

Play, Recess, and Physical Activity 81

Cultural Differences in Play 81 • Exercise and Recess 81

Reaching Every Student: Inclusive Athletics 82

Challenges in Physical Development 82

Obesity 82 • Eating Disorders 82

GUIDELINES: Supporting Positive Body Images in Adolescents 84

MODULE 7 Summary 85

MODULE 8 Bronfenbrenner’s Theory 86

Bronfenbrenner: The Social Context for Development 86

The Importance of Context and the Biocultural Model 86

Families 87

Family Structure 88 • Parenting Styles 88 • Culture and Parenting 89 • Attachment 89

GUIDELINES: Family and Community Partnerships: Connecting with Families 89

Divorce 90

Peers 90

Cliques 91

GUIDELINES: Helping Children of Divorce 92

Crowds 92 • Peer Cultures 93 • Friendships 93

• Popularity 93 • Causes and Consequences of Rejection 94 • Aggression 95 • Relational Aggression 96 • Media, Modeling, and Aggression 96 • Video Games and Aggressive Behavior 96

GUIDELINES: Dealing with Aggression and Encouraging Cooperation 97
CONTENTS

Teaching Immigrant Students  207
  Immigrants and Refugees  207
  Classrooms Today  208
    Four Student Profiles  209
  Generation 1.5: Students in Two Worlds  209
  Affective and Emotional/Social Considerations  210
  GUIDELINES: Providing Emotional Support and Increasing Self-Esteem for Students Who Are ELLs  211
  Working with Families: Using the Tools of the Culture  212
    Funds of Knowledge and Welcome Centers  212
    GUIDELINES: Family and Community Partnerships: Welcoming All Families  213
    Student-Led Conferences  213
Teaching Immigrant Students Who Are English Language Learners  214
  Two Approaches to English Language Learning  214
    Research on Bilingual Education  215
    Visual Strategies  215
    Literature Response Groups  215
  POINT/COUNTERPOINT: What Is the Best Way to Teach Students Who are ELLs?  216
    Bilingualism for All: Two-Way Immersion  217
  Sheltered Instruction  218
  Special Challenges: Students Who Are English Language Learners with Disabilities and Special Gifts  222
  Students Who Are English Language Learners with Disabilities  223
  Reaching Every Student: Recognizing Giftedness in Bilingual Students  223
  MODULE 16 Summary  225
  CLUSTER 5 Review  226
  Connect and Extend to Licensure  226
  Practice Using What You Have Learned  227
  Teachers’ Casebook—Cultures Clash in the Classroom: What Would They Do?  228

CLUSTER 6

  Culture and Diversity  230

  Cluster Overview and Objectives  231
  MODULE 17 Social and Economic Diversity  232
  Today’s Diverse Classrooms  232
    American Cultural Diversity  232
    Meet Two More Students  234
    Cautions: Interpreting Cultural Differences  235
      Cultural Conflicts and Compatibilities  235
      Dangers in Stereotyping  236
  Economic and Social Class Differences  236
  Social Class and Socioeconomic Status  236
  Extreme Poverty: Homeless and Highly Mobile Students  238
  Poverty and School Achievement  238
    Health, Environment, and Stress  240
    Low Expectations—Low Academic Self-Concept  240
    Peer Influences and Resistance Cultures  240
    Home Environment and Resources  241
    Summer Setbacks  241
    GUIDELINES: Teaching Students Who Live in Poverty  242
  Tracking: Poor Teaching  242
  MODULE 17 Summary  243

  MODULE 18 Ethnicity, Race, and Gender  244
  Ethnicity and Race in Teaching and Learning  244
    Terms: Ethnicity and Race  244
    Ethnic and Racial Differences in School Achievement  245
    The Legacy of Inequality  247
      What Is Prejudice?  248
      The Development of Prejudice  248
      From Prejudice to Discrimination  250
    Stereotype Threat  251
      Who Is Affected by Stereotype Threat?  251
      Short-Term Effects: Test Performance  251
      Long-Term Effects: Disidentification  252
      Combating Stereotype Threat and Discrimination  253
    Gender in Teaching and Learning  254
      Sex and Gender  254
      Gender Identity  254
      Gender Roles  255
      Gender Bias in Curriculum Materials and Media  257
      Gender Bias in Teaching  257
      Sexual Orientation  258
      POINT/COUNTERPOINT: Should Girls and Boys Be Taught Differently?  259
      Discrimination Based on Gender Expression and Sexual Orientation  260
    GUIDELINES: Avoiding Gender Bias in Teaching  261
  MODULE 18 Summary  263
  MODULE 19 Diversity and Teaching: Multicultural Education  264
  Creating Culturally Compatible Classrooms  264
    Culturally Relevant Pedagogy  264
      Self-Agency Strand  266
      Relationship Strand  266
    Diversity in Learning  267
      Social Organization  267
      Cultural Values and Learning Preferences  268
      Cautions (Again) About Learning Styles/Preferences Research  268
      Sociolinguistics  269
      Cultural Discontinuity  269
    Lessons for Teachers: Teaching Every Student  270
      Know Yourself  270
      Know Your Students  270
      Respect Your Students  270
      Teach Your Students  271
    GUIDELINES: Culturally Relevant Teaching  271

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CONTENTS

MODULE 19 Summary  272
CLUSTER 6 Review
Connect and Extend to Licensure  273
Practice Using What You Have Learned  274
Teachers’ Casebook—White Girls Club: What Would They Do?  275

PART II  LEARNING AND MOTIVATION

CLUSTER 7
Behavioral Views of Learning  276

Teachers’ Casebook—Sick of Class: What Would You Do?  276
Cluster Overview and Objectives  277

MODULE 20 Behavioral Explanations of Learning  278

Understanding Learning  278
  Ethical Issues  279
  Goals  279 • Strategies  279
  Learning Is Not Always What It Seems  279

Early Explanations of Learning: Contiguity and Classical Conditioning  281

GUIDELINES: Applying Classical Conditioning  282

Operant Conditioning: Trying New Responses  283
  Types of Consequences  283
  Reinforcement  283 • Punishment  284
  Neuroscience of Reinforcement and Punishment  285
  Reinforcement Schedules  286
  Extinction  287
  Antecedents and Behavior Change  287
  Effective Instruction Delivery  287 • Cueing  288

MODULE 20 Summary  288

MODULE 21 Possibilities and Cautions in Applying Behavioral Theories  289

Putting It All Together: Applied Behavior Analysis  289
  Methods for Encouraging Behaviors  290
  Reinforcing with Teacher Attention  290 • Selecting Reinforcers: The Premack Principle  290
  GUIDELINES: Applying Operant Conditioning: Using Praise Appropriately  291
  Shaping  292 • Positive Practice  292
  GUIDELINES: Applying Operant Conditioning:
  Encouraging Positive Behaviors  293
  Contingency Contracts, Token Reinforcement, and Group Consequences  293
  Contingency Contracts  293 • Token Reinforcement Systems  294 • Group Consequences  295

Handling Undesirable Behavior  297
  Negative Reinforcement  297 • Repri-mands  298 • Response Cost  298 • Social Isolation  298 • Some Cautions About Punishment  298
  GUIDELINES: Applying Operant Conditioning: Using Punishment  299

Reaching Every Student: Severe Behavior Problems  300

Current Applications: Functional Behavioral Assessment, Positive Behavior Supports, and Self-Management  300

Discovering the “Why”: Functional Behavioral Assessments  301

Positive Behavior Supports  301

Self-Management  304
  Goal Setting  304 • Monitoring and Evaluating Progress  304
  GUIDELINES: Family and Community Partnerships—Applying Operant Conditioning: Student Self-Management  305

Challenges and Criticisms  306

Beyond Behaviorism: Bandura’s Challenge and Observational Learning  306

Enactive and Observational Learning  306 • Learning and Performance  306

Criticisms of Behavioral Methods  307

Behavioral Approaches: Lessons for Teachers  307

POINT/COUNTERPOINT: Should Students Be Rewarded for Learning?  308

MODULE 21 Summary  309

CLUSTER 7 Review  311
Connect and Extend to Licensure  311
Practice Using What You Have Learned  311
Teachers’ Casebook—Sick of Class: What Would They Do?  312

CLUSTER 8
Cognitive Views of Learning  314

Teachers’ Casebook—Remembering the Basics: What Would You Do?  314

Cluster Overview and Objectives  315

MODULE 22 The Basics of the Cognitive Science Perspective  316

Elements of the Cognitive Perspective  316
  The Brain and Cognitive Learning  316
  The Importance of Knowledge in Cognition  317
    General and Specific Knowledge  318 • Declarative, Procedural, and Self-Regulatory Knowledge  318
Cognitive Views of Memory  318

Sensory Memory  320
  Capacity, Duration, and Contents of Sensory Memory  320 • Perception  320 • The Role of Attention  322 • Attention and Multitasking  322

POINT/COUNTERPOINT: What’s Wrong with Multitasking?  323
  Attention and Teaching  323

GUIDELINES: Gaining and Maintaining Attention  324

Working Memory  325
  Capacity of Working Memory  325 • The Central Executive  326 • The Phonological Loop  326 • The Visuospatial Sketchpad  327 • The Episodic Buffer  327 • The Duration and Contents of Working Memory  327

Cognitive Load and Retaining Information  327
  Two Kinds of Cognitive Load  328 • Retaining Information in Working Memory  328 • Levels of Processing Theory  329 • Forgetting  330

Individual Differences in Working Memory  330
  Developmental Differences  330 • Individual Differences  331

Is Working Memory Really Separate?  331

MODULE 22 Summary  332

MODULE 23 Understanding and Supporting Long-Term Memory  333

Long-Term Memory  333
  Capacity and Duration of Long-Term Memory  333
  Contents of Long-Term Memory: Explicit (Declarative) Memories  334
  Propositions and Propositional Networks  334
    • Images  334 • Two Are Better than One: Words and Images  335 • Concepts  335 • Prototypes, Exemplars, and Theory-Based Categories  335
    • Teaching Concepts  336 • Schemas  336 • Episodic Memory  338
  Contents of Long-Term Memories: Implicit Memories  338
  Retrieving Information in Long-Term Memory  339
    Spreading Activation  340 • Reconstruction  340
    • Forgetting and Long-Term Memory  340
  Individual Differences in Long-Term Memory  341

Teaching for Deep, Long-Lasting Knowledge: Basic Principles and Applications  341
  Constructing Declarative Knowledge: Making Meaningful Connections  341
  Elaboration  341

GUIDELINES: Family and Community Partnerships—Organizing Learning  342
  Organization  342 • Imagery  342 • Context  344 • Desirable Difficulty  344 • Effective Praise  344

Reaching Every Student: Make It Meaningful  345
  Mnemonics  345

If You Have to Memorize . . .  346
  Lessons for Teachers: Declarative Knowledge  347
  Development of Procedural Knowledge  348
  Automated Basic Skills  348

GUIDELINES: Helping Students Understand and Remember  349
  Domain-Specific Strategies  350

MODULE 23 Summary  350

CLUSTER 8 Review  352

Connect and Extend to Licensure  352

Practice Using What You Have Learned  353

Teachers’ Casebook—Remembering the Basics: What Would They Do?  354

CLUSTER 9

Complex Cognitive Processes  356


Cluster Overview and Objectives  357

MODULE 24 Metacognition and Learning Strategies  358

Metacognition  358
  Metacognitive Knowledge and Regulation  359
  Individual Differences in Metacognition  359
  Lessons for Teachers: Developing Metacognition  360
  Metacognitive Development for Younger Students  360 • Metacognitive Development for Secondary and College Students (Like You)  361

Learning Strategies  362
  Being Strategic About Learning  362
    Deciding What Is Important  364 • Summaries  364 • Underlining and Highlighting  364 • Taking Notes  364
  Visual Tools for Organizing  365
  Retrieval Practice: Powerful But Underused  367
  Reading Strategies  368
  Applying Learning Strategies  368
    Appropriate Tasks  368 • Valuing Learning  368 • Effort and Efficacy  369
  Reaching Every Student: Teaching How to Learn  369

MODULE 24 Summary  370

MODULE 25 Problem Solving and Expertise  371

Problem Solving  371
  Identifying: Problem Finding  372
  Defining Goals and Representing the Problem  372
CONTENTS

Focusing Attention on What Is Relevant • Understanding the Words • Understanding the Whole Problem • Translation and Schema Training: Direct Instruction in Schemas • Translation and Schema Training: Worked Examples • Worked Examples and Embodied Cognition • The Results of Problem Representation

Searching for Possible Solution Strategies • Algorithms • Heuristics • Anticipating, Acting, and Looking Back • Factors That Hinder Problem Solving • Some Problems with Heuristics • Expert Knowledge and Problem Solving • GUIDELINES: Applying Problem Solving • Knowing What Is Important • Memory for Patterns and Organization • Procedural Knowledge • Planning and Monitoring • GUIDELINES: Becoming an Expert Student

MODULE 25 Summary

MODULE 26 Critical Thinking, Argumentation, Transfer, and Teaching for Robust Knowledge

Critical Thinking and Argumentation • What Critical Thinkers Do: Paul and Elder Model • Applying Critical Thinking in Specific Subjects • Argumentation • Two Styles of Argumentation • POINT/COUNTERPOINT: Should Schools Teach Critical Thinking and Problem Solving? • Lessons for Teachers

Teaching for Transfer • The Many Views of Transfer • Teaching for Positive Transfer • What Is Worth Learning? • Lessons for Teachers: Supporting Transfer • Stages of Transfer for Strategies • GUIDELINES: Family and Community Partnerships—Promoting Transfer

Bringing It All Together: Teaching for Complex Learning and Robust Knowledge • What Is Robust Knowledge? • Recognizing and Assessing Robust Knowledge • Teaching for Robust Knowledge • Practice • Analogies • Self-Explanations

MODULE 26 Summary

CLUSTER 10

Constructivism and Designing Learning Environments

Teachers’ Casebook—Learning to Cooperate: What Would You Do? • Cluster Overview and Objectives

MODULE 27 Constructivism

Cognitive and Social Constructivism • Constructivist Views of Learning • Cognitive Constructivism • Social Constructivism • How Is Knowledge Constructed? • Knowledge: Situated or General? • Common Elements of Constructivist Student-Centered Teaching • Complex Learning Environments and Authentic Tasks • Social Negotiation • Multiple Perspectives and Representations of Content • Understanding the Knowledge Construction Process • Student Ownership of Learning

MODULE 27 Summary

MODULE 28 Constructivist Learning Environments

Designing Constructivist Learning Environments • Assumptions to Guide the Design of Learning Environments • Facilitating in a Constructivist Classroom • Scaffolding • Advance Organizers as Scaffolding • GUIDELINES: Facilitating Deep Questioning • Facilitating through Asking and Answering Deep Questions • Inquiry and Problem-Based Learning • Examples of Inquiry • Problem-Based Learning • POINT/COUNTERPOINT: Are Inquiry and Problem-Based Learning Effective Teaching Approaches? • Research on Inquiry and Problem-Based Learning • Being Smart About Problem-Based Learning • Cognitive Apprenticeships and Reciprocal Teaching • Cognitive Apprenticeships in Reading: Reciprocal Teaching • Applying Reciprocal Teaching

MODULE 28 Summary

MODULE 29 Collaboration And Cooperation In Teaching And Learning

Collaboration and Cooperation • Understanding Cooperative Learning • Collaboration, Group Work, and Cooperative Learning • Beyond Groups to Cooperation • What Can Go Wrong: Misuses of Group Learning • Tasks for Cooperative Learning

MODULE 29 Summary

CLUSTER 9 Review

Connect and Extend to Licensure

Practice Using What You Have Learned

Teachers’ Casebook—Uncritical Thinking: What Would They Do?
CONTENTS

Highly Structured, Review, and Skill-Building Tasks  424
  • Ill-Structured, Conceptual, and Problem-Solving Tasks  424
  • Social Skills and Communication Tasks  425
Setting Up Cooperative Groups  425
  Assigning Roles  425 • Giving and Receiving
  Explanations  426
Designs for Cooperation  427
  Reciprocal Questioning  427 • Jigsaw  427 • Constructive/Structured Controversies  428
Reaching Every Student: Using Cooperative Learning Wisely  429
  GUIDELINES: Using Cooperative Learning  430
Dilemmas of Constructivist Practice  431
MODULE 29 Summary  432

MODULE 30 Technology in Teaching And Learning  433
Designing Learning Environments in a Digital World  433
  Technology and Learning  433
  Technology-Rich Environments  433 • Virtual Learning Environments  434 • Personal Learning Environments  434 • Immersive Virtual Learning Environments  435 • Games  435
Developmentally Appropriate Computer Activities for Young Children  436
  GUIDELINES: Using Computers  438
  Computational Thinking and Coding  439
  Media/Digital Literacy  439
  GUIDELINES: Supporting the Development of Media Literacy  440
  The Flipped Classroom  441

MODULE 30 Summary  442

CLUSTER 10: Review  443
Practice Using What You Have Learned  444

CLUSTER 11
Social Cognitive Views of Learning and Motivation  446

Teachers’ Casebook—Failure to Self-Regulate: What Would You Do?  446
Cluster Overview and Objectives  447
MODULE 31 Social Cognitive Theory and Applications  448
Social Cognitive Theory  448
  A Self-Directed Life: Albert Bandura  448
  Beyond Behaviorism  449
  Triadic Reciprocal Causality  449

Modeling: Learning by Observing Others  451
  Elements of Observational Learning  452
    Attention  452 • Retention  452 • Production  453 • Motivation and Reinforcement  453
  Observational Learning in Teaching  453
    Directing Attention  454 • Fine Tuning Already-Learned Behaviors  454 • Strengthening or Weakening Inhibitions  454 • Teaching New Behaviors  454 • Arousing Emotion  454
  GUIDELINES: Using Observational Learning  455
Agency and Self-Efficacy  456
  Self-Efficacy, Self-Concept, and Self-Esteem  456
  Sources of Self-Efficacy  457
  Self-Efficacy in Learning and Teaching  458
  GUIDELINES: Encouraging Self-Efficacy  459
  Teachers’ Sense of Efficacy  460

MODULE 31 Summary  461

MODULE 32 Self-Regulated Learning and Teaching  463
Self-Regulated Learning: Skill and Will  463
  What Influences Self-Regulation?  464
    Knowledge  464 • Motivation  464 • Volition  465
  POINT/COUNTERPOINT: Are “Grittier” Students More Successful?  466
    Development of Self-Regulation  467
  A Social Cognitive Model of Self-Regulated Learning  468
  Reaching Every Student: Examples of Self-Regulated Learning in Two Classrooms  470
    Writing  470 • Math Problem Solving  471
  Technology and Self-Regulation  471
  Another Approach to Self-Regulation: Cognitive Behavior Modification  472
  Emotional Self-Regulation  474
  GUIDELINES: Encouraging Emotional Self-Regulation  475

Teaching Toward Self-Efficacy and Self-Regulated Learning  475
  Teacher Stress, Efficacy, and Self-Regulated Learning  475
  Designing Classrooms for Self-Regulation  476
  Complex Tasks  476
  Control  477
  Self-Evaluation  477
  Collaboration  478

Bringing It All Together: Theories of Learning  478

MODULE 32 Summary  480

CLUSTER 11 Review  481
Practice Using What You Have Learned  482
Teachers’ Casebook—Failure to Self-Regulate: What Would They Do?  483

CLUSTER 11 Review  481
Practice Using What You Have Learned  482
Teachers’ Casebook—Failure to Self-Regulate: What Would They Do?  483
CLUSTER 12
Motivation in Learning and Teaching  484

Teachers’ Casebook—Motivating Students When Resources Are Thin: What Would You Do?  484
Cluster Overview and Objectives  485

MODULE 33 Motivation Basics and the Role of Needs  486
What Is Motivation?  486
  Meeting Some Students  486
Intrinsic and Extrinsic Motivation  487
  Intrinsic and Extrinsic Motivation: Lessons for Teachers  488
What You Already Know About Motivation  488
Needs and Self-Determination  489
  Maslow’s Hierarchy of Needs  489
  Self-Determination: Need for Competence, Autonomy, and Relatedness  490
  Self-Determination in the Classroom  491
  Information and Control  491
  The Need for Relatedness  492
Needs: Lessons for Teachers  492
GUIDELINES: Supporting Self-Determination and Autonomy  493

MODULE 33 Summary  493

MODULE 34 Goals, Expectancies, and Beliefs  495
Goals and Goal Orientations  495
  Types of Goals and Goal Orientations  495
  Four Achievement Goal Orientations in School  496
  Wait—Are Performance Goals Always Bad?  496
  Social and Work-Avoidance Goals  497
  Goals  497
  Goals in Social Context  498
Feedback, Goal Framing, and Goal Acceptance  499
Goals: Lessons for Teachers  499
Expectancy-Value-Cost Explanations  499
  Costs  500
  Task Value  500
  Lessons for Teachers  500
Attributions and Beliefs about Knowledge, Ability, and Self-Worth  501
  attributions in the Classroom  502
Teacher Attributions Trigger Student Attributions  502
  Beliefs About Knowing: Epistemological Beliefs  503
  mindsets and Beliefs About Ability  504
  mindsets: Lessons for Teachers  505
Beliefs About Self-Worth  505
  Learned Helplessness  505
GUIDELINES: Encouraging Self-Worth  507
Self-Worth: Lessons for Teachers  507

MODULE 34 Summary  508

MODULE 35 Interests, Curiosity, and Emotions  509
How Do You Feel About Learning? Interests, Curiosity, Emotions, and Anxiety  509
  Tapping Interests  509
    Two Kinds of Interests  510
    Catching and Holding Interests  510
  Curiosity: Novelty and Complexity  510
POINT/COUNTERPOINT: Does Making Learning Fun Make for Good Learning?  511
  GUIDELINES: Building on Students’ Interests and Curiosity  512
  Flow  512
Emotions and Anxiety  513
  Neuroscience and Emotion  513
  Achievement Emotions  514
  Arousal and Anxiety  514
  Anxiety in the Classroom  515
  How Does Anxiety Interfere with Achievement?  515
Reaching Every Student: Coping with Anxiety  516
GUIDELINES: Coping with Anxiety  517
Curiosity, Interests, and Emotions: Lessons for Teachers  517

MODULE 35 Summary  518

MODULE 36 Motivation to Learn in School  519
Motivation to Learn in School: On Target  519
  Tasks for Learning  519
  Beyond Task Value to Genuine Appreciation  520
  Authentic Tasks  520
Supporting Autonomy and Recognizing Accomplishment  521
  Supporting Choices  521
  Recognizing Accomplishment  522
Grouping, Evaluation, and Time  522
  Grouping and Goal Structures  522
  Evaluation  523
  Time  523
  Putting It All Together  523
Diversity in Motivation  525
Lessons for Teachers: Strategies to Encourage Motivation  526
  Can I Do It? Building Confidence and Positive Expectations  526
  Do I Want to Do It? Seeing the Value of Learning  526
  What Do I Need to Do to Succeed? Staying Focused on the Task  527
  Do I Belong in This Classroom?  528
GUIDELINES: Family and Community Partnerships: Motivation to Learn  528

MODULE 36 Summary  529

CLUSTER 12 REVIEW  530
Connect and Extend to Licensure  530
Practice Using What You Have Learned  530
Teachers’ Casebook—Motivating Students When Resources Are Thin: What Would They Do?  531
PART III  TEACHING AND ASSESSING

CLUSTER 13  
Managing Learning Environments  532

Teachers’ Casebook—Bullies and Victims: What Would You Do?  532

Cluster Overview and Objectives  533

MODULE 37 Positive Learning Environments  534

The What and Why of Classroom Management  534
  The Basic Task: Gain Their Cooperation  536
  The Goals of Classroom Management  537
    Access to Learning  537 • More Time for Learning  537 • Management Means Relationships  539 • Management for Self-Management  539

Creating a Positive Learning Environment  539
  Some Research Results  540
  Routines and Rules Required  540
    Routines and Procedures  540 • Rules  541
  GUIDELINES: Establishing Class Routines  541
    Rules for Elementary School  542 • Rules for Secondary School  542 • Consequences  543 • Who Sets the Rules and Consequences?  544

Planning Spaces for Learning  544
  Personal Territories and Seating Arrangements  544 • Interest Areas  545

Getting Started: The First Weeks of Class  545

Effective Managers for Elementary Students  545

GUIDELINES: Designing Learning Spaces  546
  Effective Managers for Secondary Students  547

Maintaining a Good Environment for Learning  548

Encouraging Engagement  548

Prevention Is the Best Medicine  548

GUIDELINES: Keeping Students Engaged  549
  Withitness  549 • Overlapping and Group Focus  550 • Movement Management  550 • Student Social Skills as Prevention  550

Caring Relationships: Connections with School  550
  Teacher Connections  550 • School Connections  552 • Creating Communities of Care for Adolescents  552

GUIDELINES: Creating Caring Relationships  553

MODULE 37 Summary  554

MODULE 38 Preventing Problems and Encouraging Communication  555

Dealing with Discipline Problems  555
  Stopping Problems Quickly  555

If You Impose Penalties  556

Teacher-Impose Penalties versus Student Responsibility  556

GUIDELINES: Imposing Penalties  557

POINT/COUNTERPOINT: Is Zero Tolerance a Good Idea?  559

What About Zero Tolerance?  559

Bullying and Cyberbullying  559
  Victims  560 • Why Do Students Bully?  561 • What Can Teachers Do? Bullying and Teasing  561 • Cyberbullying  562

Special Problems with High School Students  563

GUIDELINES: Handling Potentially Explosive Situations  564

The Need for Communication  565
  Message Sent—Message Received  565

Empathetic Listening  565

When Listening Is Not Enough: I-Messages, Assertive Discipline, and Problem Solving  566
  “I” Messages  566 • Assertive Discipline  567 • Confrontations and Negotiations  567

Reaching Every Student: Peer Mediation and Restorative Justice  569

Peer Mediation  569 • Restorative Justice  569

Research on Management Approaches  570

Diversity: Culturally Responsive Management  570

GUIDELINES: Family and Community Partnerships—Classroom Management  572

MODULE 38 Summary  572

CLUSTER 13 Review  574

Connect and Extend to Licensure  574

Practice Using What You Have Learned  574

Teachers’ Casebook—Bullies and Victims: What Would They Do?  575

CLUSTER 14

Teaching Every Student  576


Cluster Overview and Objectives  577

MODULE 39 Planning for Effective Teaching  578

Research on Teaching  578
  Characteristics of Effective Teachers  579
    Clarity and Organization  579 • Enthusiasm and Warmth  579

Knowledge for Teaching  579

Research on Teaching Strategies  580

The First Step: Planning  581
Research on Planning  582
Learning Targets  582
  An Example of State-Level Goals: The Common Core  583
POINT/COUNTERPOINT: Are The Common Core Standards a Valuable Guide for Teaching?  584
Classroom Targets for Learning  584
Flexible and Creative Plans—Using Taxonomies  585
  The Cognitive Domain  585 • The Affective Domain  586 • The Psychomotor Domain  587 • Another Take on Learning Targets  587
Planning from a Constructivist Perspective  587
GUIDELINES: Using Learning Targets  588
MODULE 39 Summary  589

MODULE 40 Teacher- and Student-Centered Teaching Approaches  590
Teaching Approaches  590
  Direct Instruction  590
    Rosenshine’s Six Teaching Functions  590 • Why Does Direct Instruction Work?  591 • Evaluating Direct Instruction  591
  Seatwork and Homework  592
    Seatwork  592
    GUIDELINES: Effective Direct Instruction  593
      Homework  594 • The Case Against Homework  594 • Homework for Older Students  594 • Beware of Either/Or  595
  Questioning, Discussion, Dialogue, and Feedback  595
    GUIDELINES: Family and Community Partnerships—Homework  596
      Kinds of Questions  596 • Asking Deep Questions  597 • Fitting the Questions to the Students  598 • Responding to Student Answers  598 • Group Discussion  599
      Fitting Teaching to Your Goals  600
      Putting It All Together: Understanding by Design  600
    GUIDELINES: Productive Group Discussions  601
MODULE 40 Summary  603

MODULE 41 Individualizing Instruction and Communicating Expectations  604
Differentiated Instruction and Adaptive Teaching  604
  Within-Class and Flexible Grouping  604
    The Problems with Ability Grouping  604
    GUIDELINES: Using Flexible Grouping  605
      Flexible Grouping  605
    Adaptive Teaching  606
    Reaching Every Student: Differentiated Instruction in Inclusive Classrooms  607
    Technology and Differentiation  607
  Teacher Expectations  609
    Two Kinds of Expectation Effects  609 • Sources of Expectations  609
  Do Teachers’ Expectations Really Affect Students’ Achievement?  610
  Lessons for Teachers: Communicating Appropriate Expectations  611
    GUIDELINES: Avoiding the Negative Effects of Teacher Expectations  612
MODULE 41 Summary  613

CLUSTER 14 Review  614
Connect and Extend to Licensure  614
Practice Using What You Have Learned  615
Teachers’ Casebook—Reaching and Teaching Every Student: What Would They Do?  616

CLUSTER 15
Classroom Assessment, Grading, and Standardized Testing  618

Teachers’ Casebook—Giving Meaningful Grades: What Would You Do?  618
Cluster Overview and Objectives  619
MODULE 42 Key Concepts in Assessment  620
Basics of Assessment  620
  Measurement and Assessment  620
    Formative, Interim, and Summative Assessment  621
  Assessing the Assessments: Reliability and Validity  622
    Reliability of Test Scores  622 • Validity  623 • Absence of Bias  623
MODULE 42 Summary  624

MODULE 43 Classroom Assessment and Grading  625
Classroom Assessment: Testing  625
  Interpreting Any Test Score  625
    Norm-Referenced Test Interpretations  625 • Criterion-Referenced Test Interpretations  626
  Using the Tests from Textbooks  626
    Selected-Response Testing  627 • Writing Multiple-Choice Questions  628
    GUIDELINES: Writing Multiple-Choice Items  629
  Constructed Responses: Essay Testing  629
    Constructing Essay Tests  629 • Evaluating Essays  630
    Assessing Traditional Testing  630
  Formative and Authentic Classroom Assessments  631
    Informal Assessments  631
      Exit Tickets  631 • Journals  632 • Involving Students in Assessments  632
    Authentic Assessments: Portfolios and Exhibitions  634
      Portfolios  634 • Exhibitions  635
### CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>GUIDELINES: Creating Portfolios</td>
<td>636</td>
</tr>
<tr>
<td>Evaluating Portfolios and Performances</td>
<td>636</td>
</tr>
<tr>
<td>Scoring Rubrics</td>
<td>636</td>
</tr>
<tr>
<td>GUIDELINES: Developing a Rubric</td>
<td>637</td>
</tr>
<tr>
<td>Reliability, Validity, Generalizability</td>
<td>638</td>
</tr>
<tr>
<td>Diversity and Bias in Performance Assessment</td>
<td>638</td>
</tr>
<tr>
<td>Assessing Complex Thinking</td>
<td>638</td>
</tr>
<tr>
<td>Classroom Assessment: Lessons for Teachers</td>
<td>638</td>
</tr>
<tr>
<td><strong>Grading</strong></td>
<td>639</td>
</tr>
<tr>
<td>Norm-Referenced versus Criterion-Referenced Grading</td>
<td>640</td>
</tr>
<tr>
<td>Effects of Grading on Students</td>
<td>640</td>
</tr>
<tr>
<td>The Value of Failing?</td>
<td>640</td>
</tr>
<tr>
<td>Retention in Grade</td>
<td>641</td>
</tr>
<tr>
<td><strong>POINT/COUNTERPOINT: Should Children Be Held Back?</strong></td>
<td>642</td>
</tr>
<tr>
<td>Grades and Motivation</td>
<td>643</td>
</tr>
<tr>
<td>BEYOND Grading: Communicating with Families</td>
<td>643</td>
</tr>
<tr>
<td>GUIDELINES: Using Any Grading System</td>
<td>644</td>
</tr>
<tr>
<td><strong>MODULE 43 Summary</strong></td>
<td>644</td>
</tr>
<tr>
<td><strong>MODULE 44 Understanding and Using Standardized Tests</strong></td>
<td>647</td>
</tr>
<tr>
<td><strong>Standardized Testing</strong></td>
<td>647</td>
</tr>
<tr>
<td>Types of Scores</td>
<td>647</td>
</tr>
<tr>
<td>Measurements of Central Tendency and Standard Deviation</td>
<td>647</td>
</tr>
<tr>
<td>The Normal Distribution</td>
<td>648</td>
</tr>
<tr>
<td>Percentile Rank Scores</td>
<td>648</td>
</tr>
<tr>
<td>Grade-Equivalent Scores</td>
<td>649</td>
</tr>
<tr>
<td>Standard Scores</td>
<td>650</td>
</tr>
<tr>
<td>Interpreting Standardized Test Reports</td>
<td>651</td>
</tr>
<tr>
<td>Discussing Test Results with Families</td>
<td>653</td>
</tr>
<tr>
<td>Accountability and High-Stakes Testing</td>
<td>653</td>
</tr>
<tr>
<td>Making Decisions</td>
<td>653</td>
</tr>
<tr>
<td>What Do Teachers Think?</td>
<td>653</td>
</tr>
<tr>
<td>GUIDELINES: Family and Community Partnerships—Conferences and Explaining Test Results</td>
<td>654</td>
</tr>
<tr>
<td>Documented Problems with High-Stakes Testing</td>
<td>655</td>
</tr>
<tr>
<td>New Directions: PARCC and SBCA</td>
<td>656</td>
</tr>
<tr>
<td>In Sum: Using High-Stakes Testing Well</td>
<td>656</td>
</tr>
<tr>
<td>Reaching Every Student: Helping Students with Disabilities</td>
<td>656</td>
</tr>
<tr>
<td>Prepare for High-Stakes Tests</td>
<td>656</td>
</tr>
<tr>
<td>GUIDELINES: Preparing Yourself and Your Students for Testing</td>
<td>657</td>
</tr>
<tr>
<td>Teacher Accountability and Evaluation</td>
<td>658</td>
</tr>
<tr>
<td>Value-Added Measures</td>
<td>658</td>
</tr>
<tr>
<td>Quality Standardized Assessment: Lessons for Teachers</td>
<td>659</td>
</tr>
<tr>
<td><strong>MODULE 44 Summary</strong></td>
<td>660</td>
</tr>
<tr>
<td><strong>CLUSTER 15 Review</strong></td>
<td>661</td>
</tr>
<tr>
<td>Connect and Extend to Licensure</td>
<td>661</td>
</tr>
<tr>
<td>Practice Using What You Have Learned</td>
<td>662</td>
</tr>
<tr>
<td>Teachers’ Casebook—Giving Meaningful Grades: What Would They Do?</td>
<td>663</td>
</tr>
</tbody>
</table>

**Appendix**

- A-1
- G-1
- R-1
- N-1
- S-1
## SPECIAL FEATURES

### TEACHERS’ CASEBOOK: WHAT WOULD YOU DO?
- Leaving No Student Behind   2
- Leaving No Student Behind   29
- Symbols and Cymbals           30
- Symbols and Cymbals           75
- Mean Girls                   76
- Mean Girls                   127
- Including Every Student      128
- Including Every Student      185
- Cultures Clash in the Classroom 186
- Cultures Clash in the Classroom 228
- White Girls Club             230
- White Girls Club             275
- Sick of Class                276
- Sick of Class                312
- Remembering the Basics      314
- Remembering the Basics      354
- Uncritical Thinking         356
- Uncritical Thinking         398
- Learning to Cooperate       400
- Learning to Cooperate       445
- Failure to Self-Regulate    446
- Failure to Self-Regulate    483
- Motivating Students When Resources Are Thin  484
- Motivating Students When Resources Are Thin  531
- Bullies and Victims          532
- Bullies and Victims          575
- Reaching and Teaching Every Student  576
- Reaching and Teaching Every Student  616
- Giving Meaningful Grades     618
- Giving Meaningful Grades     663

### GUIDELINES
- Family and Community Partnerships—Helping Families Care for Preoperational Children   51
- Teaching the Concrete-Operational Child     54
- Helping Students to Use Formal Operations  56
- Applying Vygotsky’s Ideas in Teaching     71
- Dealing with Physical Differences in the Classroom  80
- Supporting Positive Body Images in Adolescents  84
- Family and Community Partnerships—Connecting with Families   89
- Helping Children of Divorce           92
- Dealing with Aggression and Encouraging Cooperation  97
- Encouraging Initiative and Industry   106
- Supporting Identity Formation    108
- Interpreting IQ Scores           139
- Applying and Encouraging Creativity 146
- Family and Community Partnerships—Productive Conferences   154
- Disciplining Students with Emotional Problems   165
- Teaching Students with Intellectual Disabilities   169
- Supporting Language and Promoting Literacy   196
- Promoting Language Learning      204
- Providing Emotional Support and Increasing Self-Esteem for Students Who Are ELLs  211
- Family and Community Partnerships—Welcoming All Families   213
- Teaching Students Who Live in Poverty   242
- Avoiding Gender Bias in Teaching     261
- Culturally Relevant Teaching       271
- Applying Classical Conditioning   282
- Applying Operant Conditioning: Using Praise Appropriately   291
- Applying Operant Conditioning: Encouraging Positive Behaviors   293
- Applying Operant Conditioning: Using Punishment     299
- Family and Community Partnerships—Applying Operant Conditioning: Student Self-Management  305
- Gaining and Maintaining Attention   324
- Family and Community Partnerships—Organizing Learning  342
- Helping Students Understand and Remember  349
- Applying Problem Solving          381
Becoming an Expert Student  383
Family and Community Partnerships—Promoting Transfer  393
Facilitating Deep Questioning  413
Using Cooperative Learning  438
Using Computers  430
Supporting the Development of Media Literacy  440
Using Observational Learning  455
Encouraging Self-Efficacy  459
Encouraging Emotional Self-Regulation  475
Supporting Self-Determination and Autonomy  493
Encouraging Self-Worth  507
Building on Students’ Interests and Curiosity  512
Coping with Anxiety  517
Family and Community Partnerships—Motivation to Learn  528
Establishing Class Routines  541
Designing Learning Spaces  546
Keeping Students Engaged  549
Creating Caring Relationships  553
Imposing Penalties  557
Handling Potentially Explosive Situations  564
Family and Community Partnerships—Classroom Management  572
Using Learning Targets  588
Effective Direct Instruction  593
Family and Community Partnerships—Homework  596
Productive Group Discussions  601
Using Flexible Grouping  605
Avoiding the Negative Effects of Teacher Expectations  612
Writing Multiple-Choice Test Items  629
Creating Portfolios  636
Developing a Rubric  637
Using Any Grading System  644
Family and Community Partnerships—Conferences and Explaining Test Results  654
Preparing Yourself and Your Students for Testing  657

POINT/COUNTERPOINT

What Kind of Research Should Guide Education?  21
Brain-Based Education  42
What Should Schools Do to Encourage Students’ Self-Esteem?  115
Pills or Skills for Children with ADHD?  161
What Is the Best Way to Teach Students Who Are ELLs?  216
Should Girls and Boys Be Taught Differently?  259
Should Students Be Rewarded for Learning?  308
What’s Wrong with Multitasking?  323
Should Schools Teach Critical Thinking and Problem Solving?  388
Are Inquiry and Problem-Based Learning Effective Teaching Approaches?  416
Are “Grittier” Students More Successful?  466
Does Making Learning Fun Make for Good Learning?  511
Is Zero Tolerance a Good Idea?  559
Are the Common Core Standards a Valuable Guide for Teaching?  584
Should Children Be Held Back?  642