

# CONTENTS

## List of Features xxix

## CHAPTER ONE

### Educational Psychology: A Foundation for Teaching 2

---

#### What Makes a Good Teacher? 4

- Knowing the Subject Matters (But So Does Teaching Skill) 4
- Mastering Teaching Skills 5
- Can Good Teaching Be Taught? 5
- The Intentional Teacher 6
- 21st Century Skills 8
- Common Core and College- and Career-Ready Standards 9

#### What Is the Role of Research in Educational Psychology? 10

- The Goal of Research in Educational Psychology 11
- The Value of Research in Educational Psychology to You the Teacher 11
- Teaching as Decision Making 11
- Research + Common Sense = Effective Teaching 13
- Research on Effective Programs 13
  - **THEORY INTO PRACTICE** Teaching as Decision Making 13
- Impact of Research on Educational Practice 14
  - **THEORY INTO PRACTICE** How to Be an Intelligent Consumer of Educational Psychology Research 15

#### How Can I Become an Intentional Teacher? 16

- Teacher Certification 16
- Beyond Certification 18

#### Chapter 1 Summary 19

#### Key Terms 20

#### Self-Assessment: Practicing for Licensure 20

## CHAPTER TWO

### Cognitive Development 22

---

#### How Do Children Develop Cognitively? 23

- Aspects of Development 23
- Issues of Development 23

<b>How Did Piaget View Cognitive Development?</b>	<b>24</b>
How Development Occurs	25
Piaget's Stages of Development	26
<b>How Is Piaget's Work Viewed Today?</b>	<b>31</b>
Criticisms and Revisions of Piaget's Theory	31
Neo-Piagetian Views of Development	32
● <b>THEORY INTO PRACTICE</b> Educational Implications of Piaget's Theory	32
<b>How Did Vygotsky View Cognitive Development?</b>	<b>33</b>
How Development Occurs	33
● <b>THEORY INTO PRACTICE</b> Classroom Applications of Vygotsky's Theory	35
<b>How Did Bronfenbrenner View Development?</b>	<b>36</b>
<b>How Do Language and Literacy Develop?</b>	<b>37</b>
Language and Literacy Development during the Preschool Years	37
● <b>THEORY INTO PRACTICE</b> Promoting Literacy Development in Young Children	39
Language and Literacy Development during the Elementary and Secondary Years	39
● <b>THEORY INTO PRACTICE</b> Teaching Children to Read	40
● <b>THE INTENTIONAL TEACHER</b> Teaching in Light of Principles of Cognitive, Language, and Literacy Development	41
Chapter 2 Summary	42
Key Terms	43
Self-Assessment: Practicing for Licensure	43

## CHAPTER THREE

### Social, Moral, and Emotional Development 44

---

<b>What Are Some Views of Personal and Social Development?</b>	<b>45</b>
Erikson's Stages of Psychosocial Development	45
Implications and Criticisms of Erikson's Theory	47
<b>What Are Some Views of Moral Development?</b>	<b>47</b>
Piaget's Theory of Moral Development	48
Kohlberg's Stages of Moral Reasoning	49
Criticisms of Kohlberg's Theory	51
<b>How Do Children Develop Socially and Emotionally?</b>	<b>52</b>
Socioemotional Development during the Preschool Years	52
Socioemotional Development during the Elementary Years	53
● <b>THEORY INTO PRACTICE</b> Promoting the Development of Self-Esteem	54
● <b>THEORY INTO PRACTICE</b> Developing Social-Emotional Skills	56
Socioemotional Development during the Middle School and High School Years	56

● <b>THE INTENTIONAL TEACHER</b>	Taking Social, Moral, and Emotional Development into Account in Intentional Teaching	60
● <b>THEORY INTO PRACTICE</b>	Preventing Adolescents' Problems	61
Chapter 3 Summary		61
Key Terms		62
Self-Assessment: Practicing for Licensure		63

## CHAPTER FOUR

### Student Diversity 64

<b>What Is the Impact of Culture on Teaching and Learning?</b>	<b>66</b>
<b>How Does Socioeconomic Status Affect Student Achievement?</b>	<b>67</b>
The Role of Child-Rearing Practices and Other Family Factors	68
The Link between Income and Summer Learning	69
The Role of Schools as Middle-Class Institutions	69
School and Community Factors	70
Promoting Resilience among Students Who Are Disadvantaged	70
School, Family, and Community Partnerships	71
Supporting the Achievement of Children from Low-Income Groups	72
Nonschool Solutions to Achievement Problems of Children Who Are Disadvantaged	72
● <b>THEORY INTO PRACTICE</b>	Parent Involvement 73
Implications of Socioeconomic Diversity for Teachers	74
<b>How Do Ethnicity and Race Affect Students' School Experiences?</b>	<b>75</b>
Racial and Ethnic Composition of the United States	75
Academic Achievement of Students from Underrepresented Groups	76
Barriers to the Achievement of Students from Underrepresented Groups	76
Stereotype Threat	77
Effects of School Desegregation	78
● <b>THEORY INTO PRACTICE</b>	Teaching in a Culturally Diverse School 79
<b>How Do Language Differences and Bilingual Programs Affect Student Achievement?</b>	<b>80</b>
Bilingual Education	81
● <b>THEORY INTO PRACTICE</b>	Teaching English Learners 82
<b>What Is Multicultural Education?</b>	<b>84</b>
Dimensions of Multicultural Education	84
<b>How Do Gender and Gender Bias Affect Students' School Experiences?</b>	<b>85</b>
Male and Female Thinking and Learning	85
The Boy Crisis	86
Sex-Role Stereotyping and Gender Bias	86
Sexual Orientation and Gender Identity	86

● <b>THEORY INTO PRACTICE</b>	Avoiding Gender Bias in Teaching	87
● <b>THEORY INTO PRACTICE</b>	Supporting LGBT Students	88
<b>How Do Students Differ in Intelligence and Learning Styles?</b>	<b>88</b>	
Definitions of Intelligence	89	
Origins of Intelligence	90	
● <b>THEORY INTO PRACTICE</b>	Multiple Intelligences	91
Theories of Learning Styles	91	
Aptitude–Treatment Interactions	91	
● <b>THEORY INTO PRACTICE</b>	Understanding Diverse Thinkers	92
● <b>THE INTENTIONAL TEACHER</b>	Teaching in Light of Socioeconomic, Ethnic, Language, Gender, and Intellectual Differences	92
Chapter 4 Summary	93	
Key Terms	94	
Self-Assessment: Practicing for Licensure	95	

## CHAPTER FIVE

### Behavioral and Social Theories of Learning 96

---

<b>What Is Learning?</b>	<b>98</b>	
<b>What Are Behavioral Learning Theories?</b>	<b>98</b>	
Pavlov: Classical Conditioning	99	
Skinner: Operant Conditioning	99	
<b>What Are Some Principles of Behavioral Learning?</b>	<b>101</b>	
The Role of Consequences	101	
Reinforcers	101	
● <b>THEORY INTO PRACTICE</b>	Classroom Uses of Reinforcement	102
● <b>THEORY INTO PRACTICE</b>	Practical Reinforcers	103
Punishers	105	
Immediacy of Consequences	105	
Shaping	107	
Extinction	107	
Schedules of Reinforcement	108	
Maintenance	110	
The Role of Antecedents	110	
<b>How Has Social Learning Theory Contributed to Our Understanding of Human Learning?</b>	<b>112</b>	
Bandura: Modeling and Observational Learning	112	
● <b>THEORY INTO PRACTICE</b>	Observational Learning	113
Meichenbaum's Model of Self-Regulated Learning	114	
Strengths and Limitations of Behavioral Learning Theories	115	

● <b>21ST CENTURY LEARNING</b>	Self Reliance	116
Chapter 5 Summary		116
● <b>THE INTENTIONAL TEACHER</b>	Using Principles of Behavioral and Social Learning Theory to Improve Teaching and Learning	117
Key Terms		118
Self-Assessment: Practicing for Licensure		118

## CHAPTER SIX

### Cognitive Theories of Learning 120

---

#### What Is an Information-Processing Model? 122

How Information Processing Works	123
Executive Processing	123
Sensory Register	124
Working (or Short-Term) Memory	125
Long-Term Memory	127
Factors That Enhance Long-Term Memory	130
Other Information-Processing Models	130

#### What Do We Know from Research on the Brain? 131

How the Brain Works	131
Brain Development	132
Implications of Brain Research for Education	134
Applications of Brain Research to Classroom Teaching	135
Neuromyths and Neuroclues for Educators	137

#### What Causes People to Remember or Forget? 137

Forgetting and Remembering	137	
● <b>THEORY INTO PRACTICE</b>	Reducing Retroactive Inhibition	139
Practice	140	

#### How Can Memory Strategies Be Taught? 141

Verbal Learning	141	
● <b>THEORY INTO PRACTICE</b>	Keyword Mnemonics	143

#### What Makes Information Meaningful? 144

Rote versus Meaningful Learning	144
Schema Theory	145

#### How Do Metacognitive Skills Help Students Learn? 146

#### What Study Strategies Help Students Learn? 147

Practice Tests	147
Note-Taking	147
Underlining	148
Summarizing	148

Writing to Learn	148
Outlining and Concept Mapping	148
The PQ4R Method	148
● <b>THEORY INTO PRACTICE</b>	Teaching the PQ4R Method 149

### How Do Cognitive Teaching Strategies Help Students Learn? 149

Making Learning Relevant and Activating Prior Knowledge	149
● <b>21ST CENTURY LEARNING</b>	Learning How to Learn 150
Organizing Information	151
● <b>THE INTENTIONAL TEACHER</b>	Teaching in Light of Knowledge of Brain Function and Learning Strategies 152
● <b>THEORY INTO PRACTICE</b>	A Question-Exploration Routine for Complex Learning 153

### Chapter 6 Summary 154

### Key Terms 156

### Self-Assessment: Practicing for Licensure 156

## CHAPTER SEVEN

### The Effective Lesson 158

#### What Is Direct Instruction? 160

#### How Is a Direct Instruction Lesson Taught? 161

State Learning Objectives	163
Orient Students to the Lesson	163
● <b>THEORY INTO PRACTICE</b>	Planning a Lesson 164
● <b>THEORY INTO PRACTICE</b>	Communicating Objectives to Students 165
Review Prerequisites	165
Present New Material	166
Conduct Learning Probes	168
● <b>THEORY INTO PRACTICE</b>	Assessment for Learning 170
Provide Independent Practice	171
● <b>THEORY INTO PRACTICE</b>	Questioning Strategies to Avoid 172
Assess Performance and Provide Feedback	174
Provide Distributed Practice and Review	175
● <b>21ST CENTURY LEARNING</b>	Enhancing Classroom Lessons with Technology 175

#### How Does Research on Direct Instruction Methods Inform Teaching? 176

#### How Do Students Learn and Transfer Concepts? 176

Concept Learning and Teaching	176
Teaching for Transfer of Learning	177

#### How Are Discussions Used in Instruction? 179

Subjective and Controversial Topics	180
-------------------------------------	-----

Difficult and Novel Concepts	180
Affective Objectives	180
Whole-Class Discussions	180
Small-Group Discussions	182
Chapter 7 Summary	182
● <b>THE INTENTIONAL TEACHER</b> Using What You Know about Direct Instruction to Improve Teaching and Learning	183
Key Terms	184
Self-Assessment: Practicing for Licensure	184

## CHAPTER EIGHT

### Student-Centered and Constructivist Approaches to Instruction 186

---

<b>What Is the Constructivist View of Learning?</b>	<b>188</b>
Historical Roots of Constructivism	188
Top-Down Processing	190
Peer Interaction	190
Discovery Learning	190
Self-Regulated Learning	192
Scaffolding	192
Constructivist Methods in the Content Areas	192
● <b>THEORY INTO PRACTICE</b> Introducing Reciprocal Teaching	196
Research on Constructivist Methods	197
<b>How Is Cooperative Learning Used in Instruction?</b>	<b>198</b>
Cooperative Learning Methods	198
● <b>THEORY INTO PRACTICE</b> Student Teams—Achievement Divisions (STAD)	199
Research on Cooperative Learning	202
● <b>21ST CENTURY LEARNING</b> Cooperative Learning	203
<b>How Are Problem-Solving and Thinking Skills Taught?</b>	<b>204</b>
The Problem-Solving Process	204
Teaching Creative Problem Solving	205
Teaching Thinking Skills	207
Critical Thinking	208
● <b>THE INTENTIONAL TEACHER</b> Teaching Using Student-Centered and Constructivist Methods	209
Chapter 8 Summary	209
Key Terms	210
Self-Assessment: Practicing for Licensure	210

## CHAPTER NINE

### Grouping, Differentiation, and Technology 212

---

#### What Are Elements of Effective Instruction Beyond a Good Lesson? 214

Carroll's Model of School Learning and QAIT 214

#### How Are Students Grouped to Accommodate Achievement Differences? 216

Between-Class Ability Grouping 218

Untracking 219

Regrouping for Reading and Mathematics 220

Within-Class Ability Grouping 220

Retention 221

#### What Are Some Ways of Differentiating Instruction? 221

Differentiated and Personalized Instruction 222

Peer Tutoring 222

Tutoring by Teachers 223

- **THEORY INTO PRACTICE** Effectively Using Peer Tutoring Methods to Meet Individual Needs 224

#### What Educational Programs Exist for Students Placed at Risk? 225

Compensatory Education Programs 225

Early Intervention Programs 226

Comprehensive School Reform Programs 227

After-School and Summer School Programs 227

- **THE INTENTIONAL TEACHER** Teaching in Light of Research on Grouping and Differentiation 228

#### How Is Technology Used in Education? 228

Technology for Classroom Teaching 230

Multimedia Teaching 230

Technology for Learning 231

The Internet for Students 233

- **THEORY INTO PRACTICE** Helping Students Judge Internet Sources 235

Web 2.0 236

Instructional Television and Embedded Multimedia 237

- **21ST CENTURY LEARNING** Mindful Use of Technology 238

Challenges of Integrating Technology 239

The Internet for Teachers 240

Technology for Administration 241

#### Chapter 9 Summary 242

- **THE INTENTIONAL TEACHER** Teaching with Technology 243

Key Terms 243

Self-Assessment: Practicing for Licensure 244



## CHAPTER TEN

### Motivating Students to Learn 246

---

#### What Is Motivation? 248

#### What Are Some Theories of Motivation? 249

- Motivation and Behavioral Learning Theory 249
- Motivation and Human Needs 250
- Motivation and Attribution Theory 251
- Motivation and Mindset 253
- Motivation and Self-Regulated Learning 253
- Motivation and Expectancy Theory 254
- **THEORY INTO PRACTICE** Giving Students Motivating Feedback 255

#### What Factors Affect Students' Motivation? 255

- Motivation and Goal Orientations 256
- Learned Helplessness 257
- Teacher Expectations and Achievement 257
- **THEORY INTO PRACTICE** Helping Students Overcome Learned Helplessness 258
- Anxiety and Achievement 259

#### How Can Teachers Increase Students' Motivation to Learn? 260

- Intrinsic and Extrinsic Motivation 260
- Enhancing Intrinsic Motivation 261
- **21ST CENTURY LEARNING** Intrinsic Motivation 263
- Principles for Providing Extrinsic Incentives to Learn 264
- Using Praise Effectively 266
- Teaching Students to Praise Themselves 266

#### Chapter 10 Summary 267

- **THE INTENTIONAL TEACHER** Using What You Know about Motivation to Improve Teaching and Learning 268

#### Key Terms 268

#### Self-Assessment: Practicing for Licensure 269

## CHAPTER ELEVEN

### Effective Learning Environments 270

---

#### What Is an Effective Learning Environment? 272

#### What Is the Impact of Time on Learning? 273

- Using Allocated Time for Instruction 273
- Using Engaged Time Effectively 275

Overdoing Time On Task	277
Classroom Management in the Student-Centered Classroom	277
<b>What Practices Contribute to Effective Classroom Management?</b>	<b>278</b>
Starting Out the Year Right	278
Setting Class Rules	279
● <b>21ST CENTURY LEARNING</b> Effective Use of Time	279
<b>What Are Some Strategies for Managing Routine Misbehavior?</b>	<b>280</b>
The Principle of Least Intervention	280
Prevention	281
Nonverbal Cues	281
● <b>THEORY INTO PRACTICE</b> Consistency Management and Cooperative Discipline	282
Praising Behavior That Is Incompatible with Misbehavior	282
Praising Other Students	282
Verbal Reminders	282
Repeated Reminders	282
Applying Consequences	283
<b>How Is Applied Behavior Analysis Used to Manage More Serious Behavior Problems?</b>	<b>283</b>
How Student Misbehavior Is Maintained	284
Principles of Applied Behavior Analysis	285
Applied Behavior Analysis Programs	288
● <b>THEORY INTO PRACTICE</b> Using a Daily Report Card System	289
Ethics of Behavioral Methods	290
● <b>THEORY INTO PRACTICE</b> Establishing a Group Contingency Program	291
<b>How Can Serious Behavior Problems Be Prevented?</b>	<b>292</b>
Preventive Programs	292
Identifying Causes of Misbehavior	292
Enforcing Rules and Practices	293
Enforcing School Attendance	293
● <b>THEORY INTO PRACTICE</b> Check and Connect	293
Practicing Intervention	294
Requesting Family Involvement	294
Using Peer Mediation	294
Confronting Bullying	295
Judiciously Applying Consequences	296
Chapter 11 Summary	296
● <b>THE INTENTIONAL TEACHER</b> Using What You Know about Effective Learning Environments to Improve Teaching and Learning	297
Key Terms	298
Self-Assessment: Practicing for Licensure	299

## CHAPTER TWELVE

### Learners with Exceptionalities 300

---

#### Who Are Learners with Exceptionalities? 302

- “People-First” Language 303
- Types of Exceptionalities and the Numbers of Students Served 303
- Students with Intellectual Disabilities 304
  - **THEORY INTO PRACTICE** Teaching Adaptive Behavior Skills 306
- Students with Learning Disabilities 306
- Students with Attention Deficit Hyperactivity Disorder 307
  - **THEORY INTO PRACTICE** Teaching Students with Learning Disabilities 308
- Students with Speech or Language Impairments 309
  - **THEORY INTO PRACTICE** Students with ADHD: The Role of the Teacher 310
- Students with Emotional and Behavioral Disorders 311
- Students with Autism Spectrum Disorder 312
  - **THEORY INTO PRACTICE** Interventions for Children with Autism Spectrum Disorder 313
- Students with Sensory, Physical, and Health Impairments 314
- Students Who Are Gifted and Talented 316

#### What Is Special Education? 317

- Public Law 94-142 and IDEA 317
- An Array of Special-Education Services 319
  - **THEORY INTO PRACTICE** Preparing IEPs 320

#### What Is Response to Intervention? 326

- Tier 1: Prevention 326
- Tier 2: Immediate Intervention 326
- Tier 3: Intensive Intervention 327

#### What Is Inclusion? 327

- Research on Inclusion 328

#### What Are Effective Strategies for Students with Disabilities in General Education? 329

- Adapting Instruction 329
  - **THEORY INTO PRACTICE** Adapting Instruction for Students with Special Needs 329
- Teaching Learning Strategies and Metacognitive Awareness 331
- Prevention and Early Intervention 331
- Tutoring and Small-Group Interventions for Struggling Readers 331
- Computers and Students with Disabilities 331
- Buddy Systems and Peer Tutoring 332
- Special-Education Teams 333
  - **21ST CENTURY LEARNING** Including All Learners 333
- Social Integration of Students with Disabilities 334

#### Chapter 12 Summary 334

- **THE INTENTIONAL TEACHER** Using What You Know about Learners with Exceptionalities to Improve Teaching and Learning 335

Key Terms 336

Self-Assessment: Practicing for Licensure 336

## CHAPTER THIRTEEN

### Assessing Student Learning 338

---

#### What Are Instructional Objectives and How Are They Used? 339

Planning Lesson Objectives 341

- **THEORY INTO PRACTICE** Planning Courses, Units, and Lessons 344

Aligning Objectives and Assessment 345

Using Taxonomies of Instructional Objectives 346

Research on Instructional Objectives 347

#### Why Is Evaluation Important? 348

Evaluation as Feedback 348

Evaluation as Information 349

Evaluation as Incentive 350

#### How Is Student Learning Evaluated? 350

Formative and Summative Evaluations 350

Norm-Referenced and Criterion-Referenced Evaluations 350

Matching Evaluation Strategies with Goals 351

Evaluation for Comparison with Others 352

- **21ST CENTURY LEARNING** 352

#### How Are Tests Constructed? 353

Principles of Achievement Testing 353

- **THEORY INTO PRACTICE** Making Assessments Fair 354

Using a Table of Specifications 356

Writing Selected-Response Test Items 356

- **THEORY INTO PRACTICE** Writing Multiple-Choice Tests (Format Suggestions) 358

Writing Constructed-Response Items 360

Writing and Evaluating Essay Tests 361

- **THEORY INTO PRACTICE** Detecting Bluffing in Students' Essays 364

Writing and Evaluating Problem-Solving Items 364

- **THEORY INTO PRACTICE** Peer Evaluations 365

#### What Are Authentic, Portfolio, and Performance Assessments? 367

Portfolio Assessment 368

- **THEORY INTO PRACTICE** Using Portfolios in the Classroom 369

Performance Assessment 370

Effectiveness of Performance Assessments 370

Scoring Rubrics for Performance Assessments	371
Assessment through Digital Games and Simulations	372

### **How Are Grades Determined? 373**

Establishing Grading Criteria	373
Assigning Letter Grades	374
Performance Grading	375
Other Alternative Grading Systems	377
Assigning Report Card Grades	377

- **THE INTENTIONAL TEACHER** Using What You Know about Assessing Student Learning to Improve Teaching and Learning 378

Chapter 13 Summary	379
--------------------	-----

Key Terms	380
-----------	-----

Self-Assessment: Practicing for Licensure	381
---	-----

## CHAPTER FOURTEEN

### Standardized Tests and Accountability 382

#### **What Are Standardized Tests and How Are They Used? 384**

Selection and Placement	385
Diagnosis	385
Evaluation and Accountability	386
School Improvement	386

#### **What Types of Standardized Tests Are Given? 386**

Aptitude Tests	387
Norm-Referenced Achievement Tests	388
Criterion-Referenced Achievement Tests	389
Standard Setting	389

#### **How Are Standardized Tests Interpreted? 390**

Percentile Scores	390
Grade-Equivalent Scores	390
Standard Scores	391

- **THEORY INTO PRACTICE** Interpreting Standardized Test Scores 393

#### **What Are Some Issues Concerning Standardized and Classroom Testing? 396**

Test Validity	396
Test Reliability	397
Test Bias	397
Computerized Test Administration	398
Testing Accommodations for Students with Disabilities	398
Testing Accommodations for English Learners	398

<b>How Are Educators Held Accountable for Student Achievement?</b>	<b>399</b>
Every Student Succeeds Act (ESSA)	400
● <b>THEORY INTO PRACTICE</b> Teaching Test-Taking Skills	401
Common Core State Standards	402
● <b>THEORY INTO PRACTICE</b> Smarter Balanced and PARCC Tests	404
Evidence-Based Reform	405
<b>How Can You Use Data to Inform Your Teaching?</b>	<b>406</b>
Benchmark Assessments	406
Data-Driven Reform	406
● <b>THEORY INTO PRACTICE</b> Data-Driven Reform	407
Value-Added Assessment Systems	408
Chapter 14 Summary	409
● <b>THE INTENTIONAL TEACHER</b> Using What You Know about Standardized Tests to Improve Teaching and Learning	410
Key Terms	410
Self-Assessment: Practicing for Licensure	411
<b>Appendix Using This Text to Prepare for the Praxis™ Principles of Learning and Teaching Exam</b>	<b>412</b>
<b>Glossary</b>	<b>439</b>
<b>References</b>	<b>447</b>
<b>Name Index</b>	<b>493</b>
<b>Subject Index</b>	<b>513</b>