

EDUCATIONAL PSYCHOLOGY

THEORY AND PRACTICE



ROBERT E. SLAVIN

13th
Edition

Educational Psychology

THEORY AND PRACTICE

thirteenth edition

ROBERT E. SLAVIN

Johns Hopkins University



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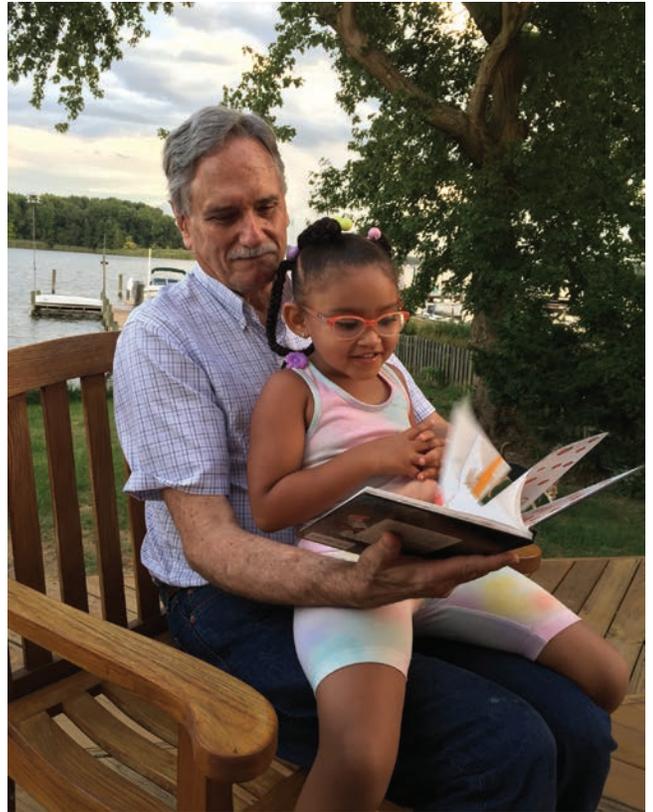


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About the Author

ROBERT SLAVIN is director of the Center for Research and Reform in Education, Johns Hopkins University. He received his Ph.D. in Social Relations from Johns Hopkins in 1975, and since that time he has authored more than 300 articles and book chapters on such topics as cooperative learning, comprehensive school reform, ability grouping, school and classroom organization, desegregation, mainstreaming, research review, and evidence-based reform. Dr. Slavin is the author or coauthor of 20 books, including *Cooperative Learning*, *School and Classroom Organization*, *Effective Programs for Students at Risk*, *Preventing Early School Failure*, *Show Me the Evidence: Proven and Promising Programs for America's Schools*, *Two Million Children: Success for All*, *Effective Programs for Latino Students*, and *Educational Research in the Age of Accountability*. In 1985 Dr. Slavin received the Raymond Cattell Early Career Award for Programmatic Research from the American Educational Research Association. In 1988 he received the Palmer O. Johnson Award for the best article in an AERA journal. In 1994 he received the Charles A. Dana Award, in 1998 he received the James Bryant Conant Award from the Education Commission of the States, and in 2000 he received the Distinguished Services Award from the Council of Chief State School Officers. He again received the Palmer O. Johnson Award for the best article in an AERA journal in 2008 and received the AERA Review of Research Award in 2009. He was elected an AERA Fellow in 2010. More recently, Dr. Slavin received the E. L. Thorndike Career Achievement Award from the American Psychological Association in 2017, the Jenny Pomeroy Award for Excellence in Vision and Public Health in 2018, and the American Educational Research Association's Distinguished Contributions to Research in Education Award in 2019.



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Preface

When I first set out to write *Educational Psychology: Theory and Practice*, I had a very clear purpose in mind. I wanted to give tomorrow's teachers the intellectual grounding and practical strategies they will need to be effective instructors. Most of the textbooks published then, I felt, fell into one of two categories: stuffy or lightweight. The stuffy books were full of research but were ponderously written, losing the flavor of the classroom and containing few guides to practice. The lightweight texts were breezy and easy to read but lacked the dilemmas and intellectual issues brought out by research. They contained suggestions of the "Try this!" variety, without considering evidence about the effectiveness of those strategies.

My objective was to write a text that:

- Presents information that is as complete and up to date as the most research-focused texts but is also readable, practical, and filled with examples and illustrations of key ideas.
- Includes suggestions for practice based directly on classroom research (tempered by common sense) so I can have confidence that when you try what I suggest, it will be likely to work.
- Helps you transfer what you learn in educational psychology to your own teaching by making explicit the connection between theory and practice through numerous realistic examples. Even though I have been doing educational research since the mid-1970s, I find that I never really understand theories or concepts in education until someone gives me a compelling classroom example; and I believe that most of my colleagues (and certainly teacher education students) feel the same way. As a result, the words *for example* or equivalent phrases appear hundreds of times in this text.
- Appeals to readers; therefore, I have tried to write in such a way that you will almost hear students' voices and smell the lunch cooking in the school cafeteria as you read.

These have been my objectives for the book from the first edition to this, the thirteenth edition. With every edition, I have made changes throughout the text, adding new examples, refining language, and deleting dated or unessential material. I am meticulous about keeping the text up to date, so this edition has more than 2,000 reference citations, 75% of which are from 2000 or later. The thirteenth edition is updated with hundreds of new references (though essential classics are retained, of course). Although some readers may not care much about citations, I want you and your professors to know what research supports the statements I've made and where to find additional information.

The field of educational psychology and the practice of education have changed a great deal in recent years, and I

have tried to reflect these changes in this edition. For example, today the Common Core State Standards and other college- and career-ready standards are increasing accountability pressures but also inviting more thoughtful teaching and learning, including writing, cooperative learning, and experimentation. I've tried to explain the standards and show how they affect practice throughout the book, but do not discard the wisdom and research that came before them. In the earliest editions of this text, I said that we shouldn't entirely discard discovery learning and humanistic methods despite the popularity, then, of direct instruction. In the later editions, I made just the opposite plea: that we shouldn't completely discard direct instruction despite the popularity of active, student-centered teaching and constructivist methods of instruction. I continue to advocate a balanced approach to instruction. No matter what their philosophical orientations, experienced teachers know that they must be proficient in a wide range of methods and must use them thoughtfully and intentionally.

The thirteenth edition presents new research and practical applications of many topics. Throughout, this edition reflects the "cognitive revolution" that has transformed educational psychology and teaching. No one can deny that teachers matter or that teachers' behaviors have a profound impact on student achievement. To make that impact positive, teachers must have both a deep understanding of the powerful principles of psychology as they apply to education and a clear sense of how these principles can be applied. The intentional teacher is one who constantly reflects on his or her practices and makes instructional decisions based on a clear conception of how these practices affect students. Effective teaching is neither a bag of tricks nor a set of abstract principles; rather, it is intelligent application of well-understood principles to address practical needs. I hope this edition will help you develop the intellectual and practical skills you need to do the most important job in the world—teaching.

New to This Edition

Among the many topics that receive new or expanded coverage in this edition are:

- Latest changes in Common Core State Standards and college- and career-ready standards (throughout, but especially Chapters 1 and 14)
- Recent educational research findings in a new section called "What Does the Evidence Say?" (throughout)
- How to be a consumer of education research (Chapter 1)
- Early learning in writing and math (Chapter 2)
- More on moral development (Chapter 3)
- More on self-esteem (Chapter 3)

- More on enhancing socioemotional development (Chapter 3)
- Drug and alcohol abuse (Chapter 3)
- Suicide (Chapter 3)
- Academic achievement and under-represented groups (Chapter 4)
- Promoting social harmony in diverse classrooms (Chapter 4)
- Gay, lesbian, bisexual, transgender, and questioning students (Chapter 4)
- Reducing sexual harassment (Chapter 4)
- Updates of research on socioeconomic status, ethnicity, and English learners (Chapter 4)
- More on reinforcement (Chapter 5)
- Emerging research in information processing and neuroscience (Chapter 6)
- Study strategies (Chapter 6)
- More on direct instruction (Chapter 7)
- All-pupil response (Chapter 7)
- Teaching concepts (Chapter 7)
- Constructivist approaches in math (Chapter 8)
- The latest research on cooperative learning (Chapter 8)
- More on differentiated and personalized instruction (Chapter 9)
- Updates on technology applications (Chapter 9)
- New research on tutoring by peers and teaching assistants (Chapter 9)
- Guidelines for effective praise (Chapter 10)
- Updated research on increasing instructional time (Chapter 11)
- More on classroom management (Chapter 11)
- New sections on bullying and classroom management (Chapters 4 and 11)
- Updates on special education, including learning disabilities (Chapter 12)
- New section on multi-tiered systems of support (Chapter 12)
- More on data-informed teaching (Chapter 14)
- More on evidence-based reform (Chapter 14)
- More on computerized assessment (Chapter 14)
- Updated On the Web sections throughout

MyLab Education

One of the most visible changes in the thirteenth edition, also one of the most significant, is the expansion of the digital learning and assessment resources embedded in the eText and the inclusion of MyLab Education in the text. MyLab Education is an online homework, tutorial, and assessment program designed to work with the text to engage learners and to improve learning. Within its structured environment, learners see key

concepts demonstrated through real classroom video footage, practice what they learn, test their understanding, and receive feedback to guide their learning and to ensure their mastery of key learning outcomes. Designed to bring learners more directly into the world of K–12 classrooms and to help them see the real and powerful impact of educational psychology concepts covered in this book, the online resources in MyLab Education with the Enhanced eText include:

- **Video Examples.** About five or six times per chapter, an embedded video provides an illustration of an educational psychology principle or concept 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.
- **Self-Checks.** In each chapter, self-check quizzes help assess how well learners have mastered the content. The self-checks are made up of self-grading multiple-choice items that not only provide feedback on whether questions are answered correctly or incorrectly, but also provide rationales for both correct and incorrect answers.
- **Application Exercises.** These scaffolded analysis exercises challenge learners to use chapter content to reflect on teaching and learning in real classrooms. The questions in these exercises are usually constructed-response. Once learners provide their own answers to the questions, they receive feedback in the form of model answers written by experts.

How This Book Is Organized

The chapters in this book address three principal themes: students, teaching, and learning. Each chapter discusses important theories and includes many examples of how these theories apply to classroom teaching.

This book emphasizes the intelligent use of theory and research to improve instruction. The chapters on teaching occupy about one-third of the total pages in the book, and the other chapters all relate to the meaning of theories and research on practice. Whenever possible, the guides in this book present specific programs and strategies that have been evaluated and found to be effective, not just suggestions of things to try.

Features

Licensure

This text has always had a very strong focus on helping its readers understand how educational psychology is used in teacher licensure tests like Praxis and the National Evaluation Series. And this edition has multiple tools to help you apply your learning to licensure and certification. In each chapter you can both identify and practice the appropriate knowledge and skills you have attained.

- To help you assess your own learning and prepare for licensure exams, Certification Pointers identify content likely to be on certification tests.
- A special marginal icon identifies content that correlates to InTASC standards. These correspond closely to Praxis, and

many state assessments are patterned on Praxis. For those of you using the Pearson eText, when you click on the InTASC, you can read the appropriate standard without having to leave the page.

- In addition, Self-Assessment: Practicing for Licensure features at the end of each chapter are designed to resemble the types of questions and content typically encountered on state certification tests. Pearson eText users can answer these questions and receive immediate feedback.
- Finally, there is an appendix that maps the entire *Praxis II: Principles of Learning and Teaching* test to the book's content.

InTASC 8

Instructional Strategies

Embedded Video Examples and Explanations

In the Pearson eText, you will note that instead of photographs there are videos. The use of videos instead of photographs provides deeper and more complete examples.

In line with the emphasis on reflective, intentional practice, I've added a feature that is intended to bring a bit of myself from behind the curtain that usually divides author and readers. I've made available live interviews, called Personal Reflections, in which I reflect on my own experiences as a teacher, researcher, and parent to illuminate various aspects of the text. In these video podcasts, I offer examples and further explanations where I think I might be able to help you better understand a concept or an application. Readers of the eText can simply click on these videos to watch them without leaving their book.



MyLab Education Video Example 1.1

Two first-grade teachers are interviewed about their instructional methods. Note how the interview process encourages the teachers to reflect on their own teaching. Teachers can ask themselves similar questions, leading to informed reflection.

The Intentional Teacher

Teaching in Light of Knowledge of Brain Function and Learning Strategies

Intentional teachers understand how learning takes place and planfully use effective strategies to help children learn and remember important knowledge and skills.

- They help students understand their own learning processes so they can learn more effectively.
- They understand how the limited capacity of working memory implies that students should not be bombarded with too much content at once and that students need time to process new concepts and skills.
- They use motivational strategies to encourage students to devote mental energy to learning.
- They teach to enhance long-term memory by teaching learning strategies and engaging students in active learning.
- They use methods to diminish mental interference, such as avoiding teaching two or more easily confused topics at the same time.
- They use methods to enhance facilitation by pointing out commonalities among previously learned concepts and new ones.
- They provide extensive practice to help students gain automaticity in basic skills.
- They teach students effective study strategies and give them many opportunities to use them.
- They organize information to help students access new concepts.



MyLab Education

Application Exercise 6.1

In the Pearson eText, watch a classroom video. Then use the guidelines in "The Intentional Teacher" to answer a set of questions that will help you reflect on and understand the teaching and learning presented in the video.

is designed to help you develop and apply a set of strategies to carry out your intentionality.

The Intentional Teacher features will help you combine your increasing knowledge of principles of educational psychology, your growing experience with learners, and your creativity to make intentional instructional decisions that will help students become enthusiastic, effective learners. For those using the Pearson eText, you will be able to actually take the strategies described in each Intentional Teacher feature and observe and analyze their use in real classrooms. After answering a series of questions, you will be given feedback that allows you to compare your analysis with an expert's analysis.

Using Your Experience

Each chapter of the text opens with a vignette depicting a real-life situation that teachers encounter. Throughout the chapter narrative, I refer to the issues raised in the vignette. In addition, you have the opportunity to respond to the vignette in several related features, such as the Using Your Experience sections that follow each vignette. Each of these sections provides critical and creative thinking questions and cooperative learning activities that allow you to work with the issues brought up in the vignette, activate your prior knowledge, and begin thinking about the ideas the chapter will explore.

The Intentional Teacher

One attribute seems to be a characteristic of all outstanding teachers: intentionality, or the ability to do things for a reason, purposefully. Intentional teachers constantly think about the outcomes they want for their students and how each decision they make moves students toward those outcomes. A key feature in each chapter, The Intentional Teacher,

Common Core and 21st Century Learning

Throughout this book, a substantially revised feature presents information on 21st century learning and Common Core State Standards that relates to the topic of the chapter. Beyond this, 21st century learning skills and Common Core State Standards are discussed within the main parts of the text, as appropriate.

Educational policies and practices usually lag behind changes in society and the economy. The emphasis on 21st century learning is intended to help educators think more deeply about how each of the decisions they make about curriculum, teaching methods, use of technology, assessments, and so on contributes to helping students succeed not only by today's standards, but also in tomorrow's world.

Cartoons

Throughout the text is a series of cartoons created just for this book by my colleague James Bravo to illustrate key concepts in educational psychology. These are intended to be humorous and also to make you reflect.

Theory Into Practice

The Theory into Practice sections in each chapter help you acquire and develop the tools you need to be an effective teacher. These sections present specific strategies to apply in your classroom.

On the Web

The On the Web sections refer readers to online sources they can consult for further information and study.

What Does the Evidence Say?

This section, found in each chapter, presents a summary of an educational research study and its results. Its purpose is to provide the reader with objective findings from high-quality research studies that are relevant to a topic discussed in the chapter, and to help readers understand what research is and how it contributes to knowledge about practice.

Instructor Resources

- The **Instructor's Resource Manual** contains chapter overviews, suggested readings, answers to the textbook Self-Assessment features, and handout masters. The Instructor's Manual is available for download from the Instructor Resource Center at www.pearsonhighered.com/irc.
- The **PowerPoint® Presentation** highlights key concepts and summarizes text content. The PowerPoint Presentation is available for download from the Instructor Resource Center at www.pearsonhighered.com/irc.
- The **Online Test Bank**. The *Test Bank* that accompanies this text contains both multiple-choice and essay questions. There are also higher- and lower-level questions covering all of the content in the text.
- **TestGen**. TestGen is a powerful test generator available exclusively from Pearson Education publishers. You install TestGen on your personal computer (Windows or Macintosh) and create your 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 chapter and ready for your use in creating a test, based on the associated textbook material. Assessments—including

equations, graphs, and scientific notation—may be created for print or for testing online. 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)

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Educational Psychology

THEORY AND PRACTICE

Chapter 1

Educational Psychology: A Foundation for Teaching



Learning Outcomes

At the end of this chapter, you should be able to:

- 1.1** Identify attributes of effective teachers.
- 1.2** Describe the role of educational research in informing classroom practice.
- 1.3** Discuss how you can become an intentional teacher.

Ellen Mathis, a new teacher, is trying to teach creative writing to her third-grade class, but things are just not going the way she'd hoped. Her students are not producing much, and what they do write is not very imaginative and is full of errors. For example, she recently assigned a composition on "My Summer Vacation," and all one of her students wrote was, "On my summer vacation I got a dog and we went swimming and I got stung by a bee."

Ellen wonders whether her students are just not ready for writing and need several months of work on such skills as capitalization, punctuation, and usage before she tries another writing assignment. However, one day Ellen notices some compositions in the hall outside of Leah Washington's class. Leah's third-graders are just like Ellen's, but their compositions are fabulous. The students wrote pages of interesting material on an astonishing array of topics. At the end of the day, Ellen catches Leah in the hall. "How do you get your kids to write such great compositions?" she asks.

Leah explains how she first got her children writing on topics they cared about and then gradually introduced "mini-lessons" to help them become better authors. She had the students work in small groups and help each other plan compositions. Then the students critiqued and helped edit one another's drafts, before finally "publishing" final versions.

"I'll tell you what," Leah offers. "I'll schedule my next writing class during your planning period. Come see what we're doing."

Ellen agrees. When the time comes, she walks into Leah's class and is overwhelmed by what she sees. Children are writing everywhere: on the floor, in groups, at tables. Many are talking with partners. Leah is conferencing with individual children. Ellen looks over the children's shoulders and sees one student writing about her pets, another writing a gory story about zombies, and another writing about a dream. Marta Delgado, a Hispanic student, is writing a funny story about her second-grade teacher's attempts to speak Spanish. One student is even writing a very good story about her summer vacation!

After school, Ellen meets with Leah, bursting with questions. "How did you get students to do all that writing? How can you manage all that noise and activity? How did you learn to do this?"

"I did go to a series of workshops on teaching writing," admits Leah. "But if you think about it, everything I'm doing is basic educational psychology."

Ellen is amazed. "Educational psychology? I took that course in college. I got an A in it! But I don't see what it has to do with your writing program."

"Well, let's see," said Leah. "To begin with, I'm using a lot of motivational strategies I learned in ed psych. For instance, when I started my writing instruction this year, I read students some funny and intriguing stories written by other classes, to arouse their curiosity. I asked some senior citizens to come talk about exciting stories from their time in the armed forces and in their jobs. I got students motivated by letting them write about whatever they wanted, and also by having 'writing celebrations' in which students read their finished compositions to the class for applause and comments. My educational psychology professor was always talking about adapting to students' needs. I do this by conferencing with students and helping them with the specific problems they're having. I first learned about cooperative learning in ed psych, and later on I took some workshops on it. I use cooperative learning groups to let students give each other immediate feedback on their writing, to let them model effective writing for each other, and to get them to encourage each other to write. The groups also solve a lot of my management problems by keeping each other on task and dealing with many classroom routines. I remember that we learned about evaluation in ed psych. I use a flexible form of evaluation. Everybody eventually gets an A, but only when their composition meets a high standard, which may take several drafts."

Ellen is impressed. She and Leah arrange to visit each other's classes a few more times to exchange ideas and observations, and in time, Ellen's writers are almost as good as Leah's. But what most impresses her is the idea that educational psychology can be useful in her day-to-day teaching. She finds her old textbook and discovers that concepts that had seemed theoretical and abstract in her ed psych class actually help her think about current teaching challenges.

USING YOUR EXPERIENCE

CREATIVE THINKING Based on Leah’s explanation of her writing instruction, brainstorm with one or more partners about educational psychology—what it is and what you will learn this semester. Guidelines: (1) The more ideas you generate, the better; (2) build on others’ ideas as well as combining them; and (3) make no evaluation of ideas at this time. Take this list out a few times during the semester to review, evaluate, or even add ideas to it.

What is **educational psychology**? Educational psychology is the study of learners, learning, and teaching (Alexander, 2017; Harris, 2017; Mayer, 2017). However, for students who are or expect to become teachers, educational psychology is something more. It is the accumulated knowledge, wisdom, and seat-of-the-pants theory that every teacher should possess to intelligently solve the daily problems of teaching. Educational psychology cannot tell you how to teach, but it can give you the principles to use in making a good decision and a language to discuss your experiences and thinking (Ormrod, 2016; Woolfolk, Winne, & Perry, 2018). Consider the case of Ellen Mathis and Leah Washington. Nothing in this or any other educational psychology text will tell you exactly how to teach creative writing to a particular group of third-graders. However, Leah uses concepts of educational psychology to consider how she will teach writing and then to interpret and solve problems she runs into, as well as to explain to Ellen what she is doing. Educational psychologists carry out research on the nature of students and on effective methods of teaching in order to help educators understand principles of learning and give them the information they need to think critically about their craft and make teaching decisions that will work for their students.

What Makes a Good Teacher?

Everyone knows that good teaching matters. One study found, for example, that a single year with an outstanding (top 5%) teacher adds \$50,000 to a student’s lifetime earnings (Chetty, Friedman, & Rockoff, 2014)! But what is it that makes a good teacher so effective? Is it warmth, humor, and the ability to care about students and value their diversity? Is it planning, hard work, and self-discipline? What about leadership, enthusiasm, a contagious love of learning, and speaking ability? Most people would agree that all of these qualities are needed to make a good teacher, and they would certainly be correct. But these qualities are not enough.

Knowing the Subject Matters (But So Does Teaching Skill)

There is an old joke that goes like this:

Question: What do you need to know to be able to teach a horse?

Answer: More than the horse!

This joke makes the obvious point that the first thing a teacher must have is some knowledge or skills that the learner does not have; you must know the subject matter you plan to teach. But if you think about teaching horses (or children), you will soon realize that although subject matter knowledge is necessary, it is not enough. A rancher may have a good idea of how a horse is supposed to act and what a horse is supposed to be able to do, but if he doesn’t have the skills to make an untrained, scared, and unfriendly animal into a good saddle horse, he’s going to end up with nothing but broken ribs and teeth marks for his trouble. Children are a lot smarter and a little more forgiving than horses, but teaching them has this in common with teaching horses: Knowledge of how to transmit information and skills is at least as important as knowledge of the information and skills themselves.

InTASC 3

**Learning
Environments**

InTASC 8

**Instructional
Strategies**

InTASC 10

**Leadership and
Collaboration**

InTASC 4

Content Knowledge

InTASC 5

**Application of
Content**

We have all had teachers who were brilliant and thoroughly knowledgeable in their fields but who could not teach. Ellen Mathis may know as much as Leah Washington about what good writing should be, but she started off with a lot to learn about how to get third-graders to write well.

For effective teaching, subject matter knowledge is not a question of being a walking encyclopedia. Libraries and the magic of the Internet make vast amounts of knowledge readily available, so walking encyclopedias are not much in demand these days. What makes teachers effective is that they not only know their subjects, but also can communicate their knowledge to students. The celebrated high school math teacher Jaime Escalante (1930–2010) taught the concept of positive and negative numbers to students in a Los Angeles barrio by explaining that when you dig a hole, you might call the pile of dirt +1, and the hole –1. What do you get when you put the dirt back in the hole? Zero. Escalante’s ability to relate the abstract concept of positive and negative numbers to everyday experience is one example of how the ability to communicate knowledge goes far beyond simply knowing the facts.

Mastering Teaching Skills

The link between what a teacher wants students to learn and students’ actual learning is called *instruction*, or **pedagogy**. Effective instruction is not a simple matter of one person with more knowledge transmitting that knowledge to another (Baumert et al., 2010; Gess-Newsome, 2012; Parkay, 2016). If telling were teaching, this book would be unnecessary. Rather, effective instruction demands the use of many strategies.

For example, suppose Paula Wilson wants to teach a lesson on statistics to a diverse class of fourth-graders. To do so, Paula must accomplish many related tasks. She must make sure that the class is orderly and that students know what behavior is expected of them. She must find out whether students have the prerequisite skills; for example, students need to be able to add and divide to find averages. If any do not, Paula must find a way to teach students those skills. She must engage students in activities that lead them toward an understanding of statistics, such as having students roll dice, play cards, or collect data from experiments; and she must use teaching strategies that help students remember what they have been taught. The lessons should also take into account the intellectual and social characteristics of students in the fourth grade and the intellectual, social, and cultural characteristics of these particular students. Paula must make sure that students are interested in the lesson and motivated to learn statistics. To see whether students are learning what is being taught, she may ask questions or use quizzes or have students demonstrate their understanding by setting up and interpreting experiments, and she must respond appropriately if these assessments show that students are having problems. After the series of lessons on statistics ends, Paula should review this topic from time to time to ensure that it is remembered.

These tasks—motivating students, managing the classroom, assessing prior knowledge, communicating ideas effectively, taking into account the characteristics of the learners, assessing learning outcomes, and reviewing information—must be attended to at all levels of education, in or out of schools. They apply as much to the training of astronauts as to the teaching of reading. How these tasks are accomplished, however, differs widely according to the ages of the students, the objectives of instruction, and other factors.

What makes a good teacher is the ability to carry out all the tasks involved in effective instruction. Warmth, enthusiasm, and caring are essential (Cornelius-White, 2007; Eisner, 2006; Marzano, 2011b), as are subject matter knowledge and understanding of how children learn (Baumert et al., 2010; Carlisle et al., 2011; Wiggins & McTighe, 2007). But it is the successful accomplishment of all the tasks of teaching that makes for instructional effectiveness.

Can Good Teaching Be Taught?

Some people think that good teachers are born that way. Outstanding teachers sometimes seem to have a magic, a charisma that mere mortals could never hope to achieve.

InTASC 2

Learning Differences

InTASC 6

Assessment

InTASC 7

Planning for Instruction

Connections 1.1

For more on effective instruction, see Chapter 7. Pedagogical strategies are also presented throughout the text in features titled The Intentional Teacher.