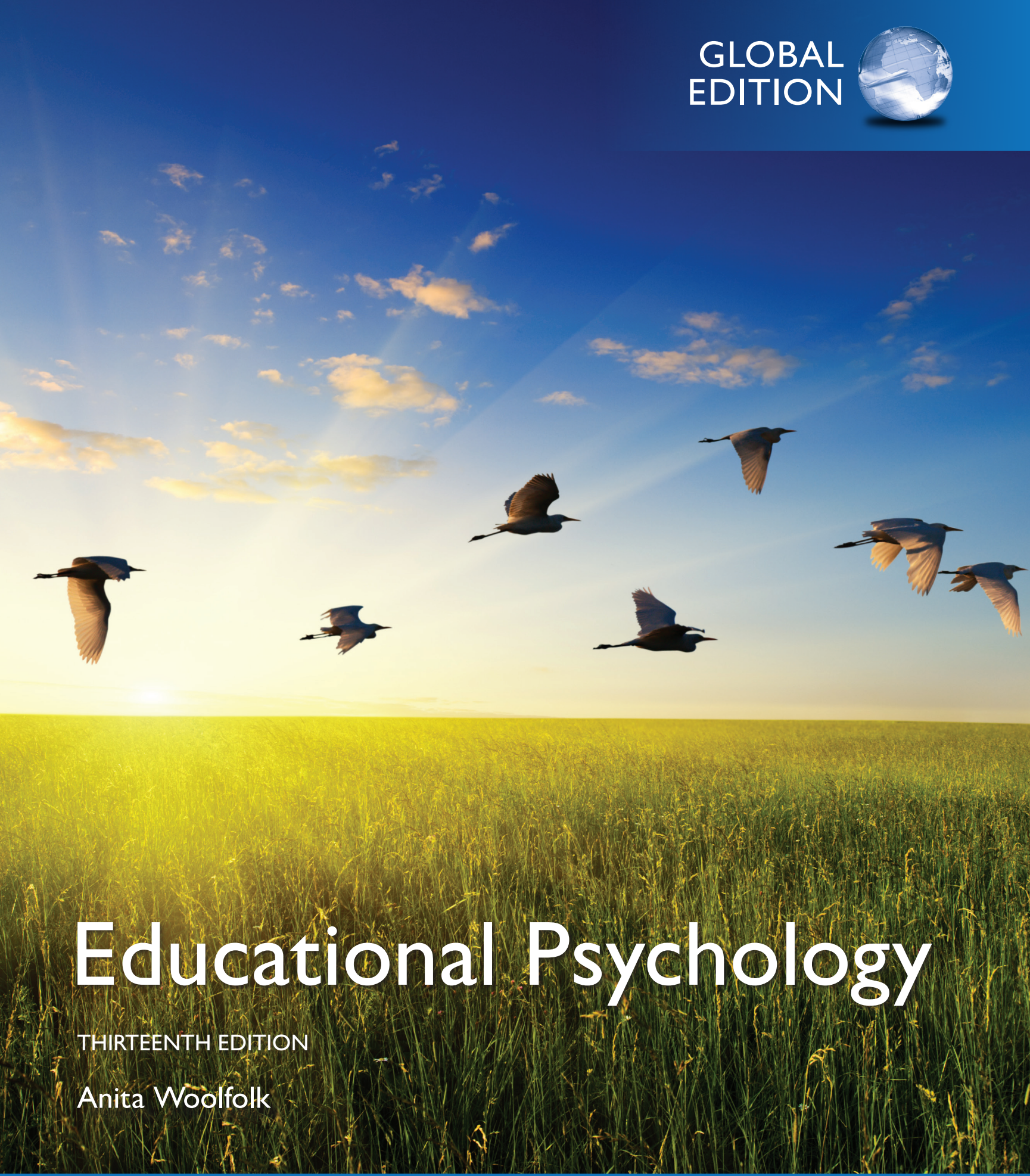
GLOBAL EDITION



Educational Psychology

THIRTEENTH EDITION

Anita Woolfolk

ALWAYS LEARNING

PEARSON

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GLOBAL EDITION

THIRTEENTH EDITION

Educational Psychology

ANITA WOOLFOLK

The Ohio State University

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To my mother,

Marion Wieckert Pratt.

A remarkable educator,
An adventurous world traveler,
A courageous advocate for all in need,
And a wonderful guide in life—

Thank you.

About the Author

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 80 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. Just before completing this thirteenth 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.

Preface

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 with disabilities. 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.

Since the first edition of *Educational Psychology* appeared, there have been many exciting developments in the field. The thirteenth 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 THIRTEENTH EDITION

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

- New explorations of current research on teaching and models of **expert teaching**, introduced in Chapter 1 and continued throughout the book.
- Increased coverage of the **brain, neuroscience, and teaching** emphasized in Chapter 2 and also integrated into several other chapters.
- 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 Chapters 1 to 6). Portraits of students in educational settings make diversity real and human for readers.

Key content changes in each chapter include:

- Chapter 1: My goal is that this text will provide the knowledge and skills that will enable you to build a solid foundation for an authentic sense of teaching efficacy in every context and for every student, so there is new information about **three models of good teaching**: Charlotte Danielson's Framework for Teaching, TeachingWorks from the University of Michigan, and the Gates Foundation Measure of Effective Teaching. Also, the section on research now examines different kinds of **qualitative and quantitative research** and what you can learn from each kind (see Table 1.2).
- Chapter 2: New information on the **brain**, **synaptic plasticity**, **executive functioning**, and **implications for teaching**, including an approach based on Vygotsky called ***Tools of the Mind***.
- Chapter 3: New sections on **cultural differences in play**, **physical activity and students with disabilities**, **eating disorders** and the Web sites that promote them, **self-concept**, and Jonathan Haidt's **model of moral psychology**.
- Chapter 4: New sections on **nine possible multiple intelligences**, **accommodations under Section 504**, **autism spectrum disorders**, **student drug use**, and ways to **identify students who are gifted and talented**.

- Chapter 5: New information on **learning to read**, **emergent literacy and language diversity**, **sheltered instruction**, and **student-led conferences**.
- Chapter 6: New coverage of **homeless and highly mobile students**, expanded coverage of **poverty and school achievement**, **opportunity gaps**, and **stereotype threat**.
- Chapter 7: Expanded coverage of **teaching implications** of behavioral learning.
- Chapter 8: Updated coverage of **working memory**, **developmental differences**, and **teaching implications** of cognitive learning theories.
- Chapter 9: Updated sections on **metacognition** and **learning strategies**, **creativity**, and **transfer**, and a new section on **Paul and Elder's model of critical thinking**.
- Chapter 10: New material on **inquiry learning** and **teaching in a digital world**, including **Betty's Brain**—an example of a virtual learning environment, the **use of games** in teaching, and the initiative to teach **computational thinking and coding**.
- Chapter 11: Updated coverage of **self-efficacy**, **self-regulated learning**, and new material on **emotional self-regulation**.
- Chapter 12: Updated treatment of **self-determination theory** and **goal theory**, expanded coverage of **helping students cope with anxiety**, and new material on **flow** and **motivation**.
- Chapter 13: New sections on understanding your **beliefs about classroom management**, **creating caring relationships**, **bullying**, **restorative justice**, **and** Marvin Marshall's views on **consequences and penalties**.
- Chapter 14: Recent **research on teaching**, as well as new sections on the **Common Core** and **Understanding by Design**.
- Chapter 15: New sections on **what teachers think** about high-stakes testing, **value-added assessment**, and **PARCC tests**.

A CRYSTAL CLEAR PICTURE OF THE FIELD AND WHERE IT IS HEADED

The thirteenth 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.

FEATURES OF THE BOOK

Advances in Digital Technologies Reflected in the Book's Pedagogy

Resources available in the etext enable readers to observe development in context and to apply and assess their understanding of the concepts in the book. These resources include (a) embedded assessments with feedback and (b) content extensions and examples.

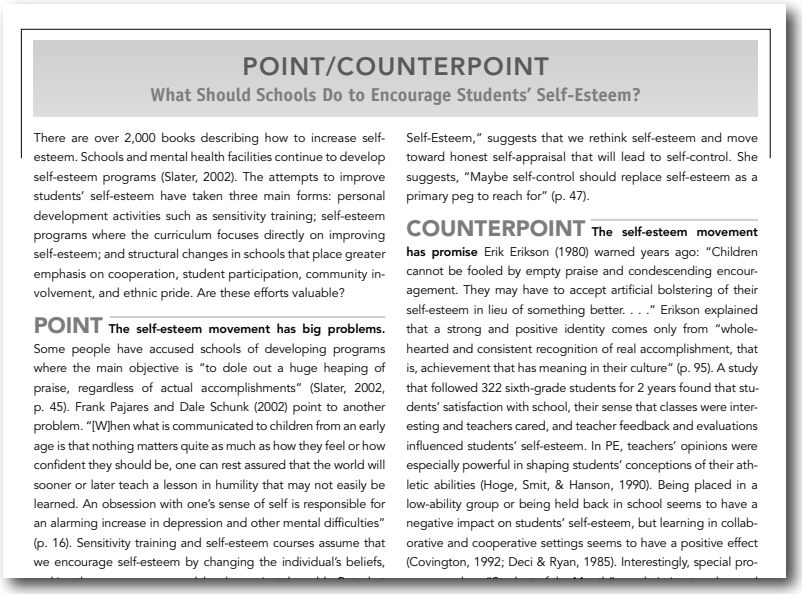
EMBEDDED ASSESSMENTS WITH FEEDBACK. In every chapter, readers will find three types of assessments: Self-check quizzes, application exercises, and a licensure practice exercise.

- Short self-check quizzes appear at the end of each major text section. The quizzes are designed to help readers assess their mastery of the learning outcome or outcomes covered in the sections they've just read. When readers of the etext click on a highlighted link in the Pearson etext, an interactive multiple-choice quiz is displayed. Readers may answer the questions and then submit their quizzes to be scored, after which they can see the questions they've answered correctly, the questions they've answered incorrectly, and written feedback that includes rationales for the correct and incorrect answers.

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 chapter present two perspectives on a controversial question related to the field; topics include debates on the kinds of research that should guide education (p. 45), brain-based education (p. 66), the self-esteem movement (p. 130), pills or skills for students with ADHD (p. 170), the best way to teach English language learners (p. 219), tracking (p. 246), using rewards to encourage student learning (p. 306), what's wrong with memorization (p. 344), teaching critical thinking and problem solving (p. 384), problem-based education (p. 409), teacher efficacy (p. 449), the value of trying to make learning entertaining (p. 490), zero tolerance (p. 540), homework (p. 572), and holding children back (p. 616).



POINT/COUNTERPOINT

What Should Schools Do to Encourage Students' Self-Esteem?

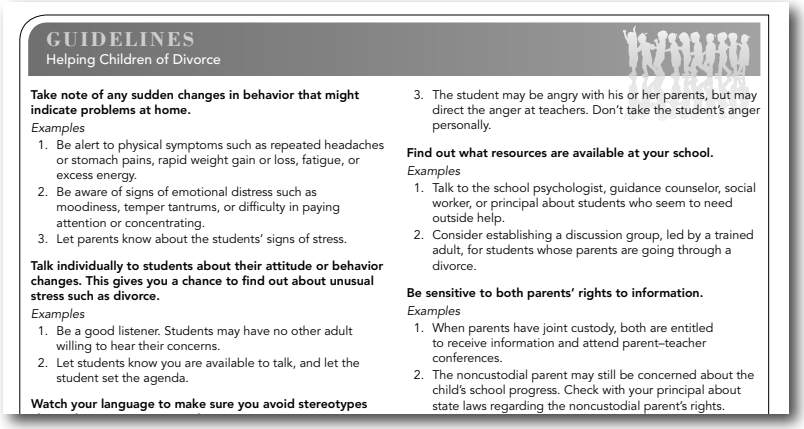
There are over 2,000 books describing how to increase self-esteem. Schools and mental health facilities continue to develop self-esteem programs (Slater, 2002). The attempts to improve students' self-esteem have taken three main forms: personal development activities such as sensitivity training; self-esteem programs where the curriculum focuses directly on improving self-esteem; and structural changes in schools that place greater emphasis on cooperation, student participation, community involvement, and ethnic pride. Are these efforts valuable?

POINT **The self-esteem movement has big problems.** Some people have accused schools of developing programs where the main objective is "to dole out a huge heaping of praise, regardless of actual accomplishments" (Slater, 2002, p. 45). Frank Pajares and Dale Schunk (2002) point to another problem. "[W]hen what is communicated to children from an early age is that nothing matters quite as much as how they feel or how confident they should be, one can rest assured that the world will sooner or later teach a lesson in humility that may not easily be learned. An obsession with one's sense of self is responsible for an alarming increase in depression and other mental difficulties" (p. 16). Sensitivity training and self-esteem courses assume that we encourage self-esteem by changing the individual's beliefs,

Self-Esteem," suggests that we rethink self-esteem and move toward honest self-appraisal that will lead to self-control. She suggests, "Maybe self-control should replace self-esteem as a primary peg to reach for" (p. 47).

COUNTERPOINT **The self-esteem movement has promise** Erik Erikson (1980) warned years ago: "Children cannot be fooled by empty praise and condescending encouragement. They may have to accept artificial bolstering of their self-esteem in lieu of something better. . . ." Erikson explained that a strong and positive identity comes only from "wholehearted and consistent recognition of real accomplishment, that is, achievement that has meaning in their culture" (p. 95). A study that followed 322 sixth-grade students for 2 years found that students' satisfaction with school, their sense that classes were interesting and teachers cared, and teacher feedback and evaluations influenced students' self-esteem. In PE, teachers' opinions were especially powerful in shaping students' conceptions of their athletic abilities (Hoge, Smit, & Hanson, 1990). Being placed in a low-ability group or being held back in school seems to have a negative impact on students' self-esteem, but learning in collaborative and cooperative settings seems to have a positive effect (Covington, 1992; Deci & Ryan, 1985). Interestingly, special pro-

Guidelines appear throughout each chapter, providing concrete applications of theories or principles discussed. See, for example, pages 111, 224, 346.



GUIDELINES

Helping Children of Divorce

Take note of any sudden changes in behavior that might indicate problems at home.

Examples

1. Be alert to physical symptoms such as repeated headaches or stomach pains, rapid weight gain or loss, fatigue, or excess energy.
2. Be aware of signs of emotional distress such as moodiness, temper tantrums, or difficulty in paying attention or concentrating.
3. Let parents know about the students' signs of stress.

Talk individually to students about their attitude or behavior changes. This gives you a chance to find out about unusual stress such as divorce.

Examples

1. Be a good listener. Students may have no other adult willing to hear their concerns.
2. Let students know you are available to talk, and let the student set the agenda.

Watch your language to make sure you avoid stereotypes

3. The student may be angry with his or her parents, but may direct the anger at teachers. Don't take the student's anger personally.

Find out what resources are available at your school.

Examples

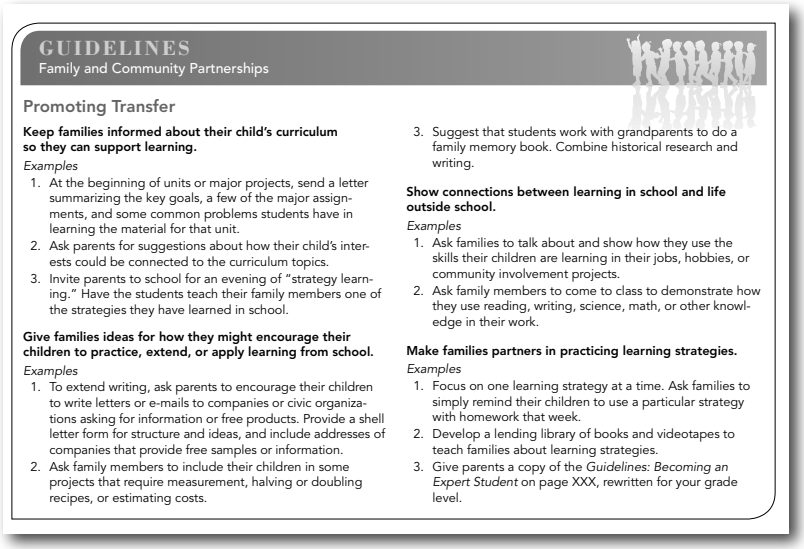
1. Talk to the school psychologist, guidance counselor, social worker, or principal about students who seem to need outside help.
2. Consider establishing a discussion group, led by a trained adult, for students whose parents are going through a divorce.

Be sensitive to both parents' rights to information.

Examples

1. When parents have joint custody, both are entitled to receive information and attend parent–teacher conferences.
2. The noncustodial parent may still be concerned about the child's school progress. Check with your principal about state laws regarding the noncustodial parent's rights.

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 75, 226, 388.



GUIDELINES

Family and Community Partnerships

Promoting Transfer

Keep families informed about their child's curriculum so they can support learning.

Examples

1. At the beginning of units or major projects, send a letter summarizing the key goals, a few of the major assignments, and some common problems students have in learning the material for that unit.
2. Ask parents for suggestions about how their child's interests could be connected to the curriculum topics.
3. Invite parents to school for an evening of "strategy learning." Have the students teach their family members one of the strategies they have learned in school.

Give families ideas for how they might encourage their children to practice, extend, or apply learning from school.

Examples

1. To extend writing, ask parents to encourage their children to write letters or e-mails to companies or civic organizations asking for information or free products. Provide a shell letter form for structure and ideas, and include addresses of companies that provide free samples or information.
2. Ask family members to include their children in some projects that require measurement, halving or doubling recipes, or estimating costs.
3. Suggest that students work with grandparents to do a family memory book. Combine historical research and writing.

Show connections between learning in school and life outside school.

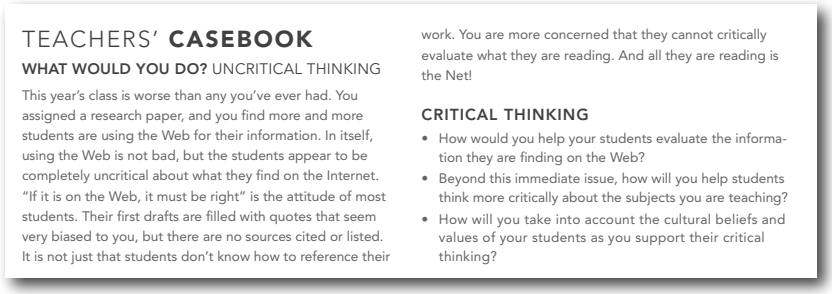
Examples

1. Ask families to talk about and show how they use the skills their children are learning in their jobs, hobbies, or community involvement projects.
2. Ask family members to come to class to demonstrate how they use reading, writing, science, math, or other knowledge in their work.

Make families partners in practicing learning strategies.

Examples

1. Focus on one learning strategy at a time. Ask families to simply remind their children to use a particular strategy with homework that week.
2. Develop a lending library of books and videotapes to teach families about learning strategies.
3. Give parents a copy of the *Guidelines: Becoming an Expert Student* on page XXX, rewritten for your grade level.



TEACHERS' **CASEBOOK**

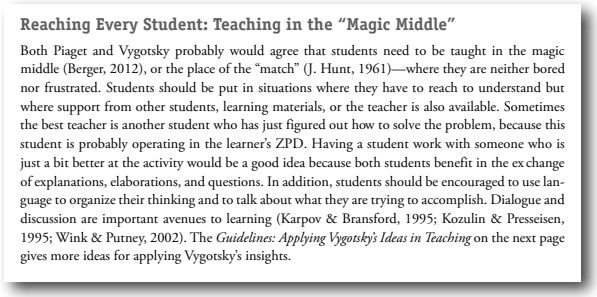
WHAT WOULD YOU DO? UNCRITICAL THINKING

This year's class is worse than any you've ever had. You assigned a research paper, and you find more and more students are using the Web for their information. In itself, using the Web is not bad, but the students appear to be completely uncritical about what they find on the Internet. "If it is on the Web, it must be right" is the attitude of most students. Their first drafts are filled with quotes that seem very biased to you, but there are no sources cited or listed. It is not just that students don't know how to reference their work. You are more concerned that they cannot critically evaluate what they are reading. And all they are reading is the Net!

CRITICAL THINKING

- How would you help your students evaluate the information they are finding on the Web?
- Beyond this immediate issue, how will you help students think more critically about the subjects you are teaching?
- How will you take into account the cultural beliefs and values of your students as you support their critical thinking?

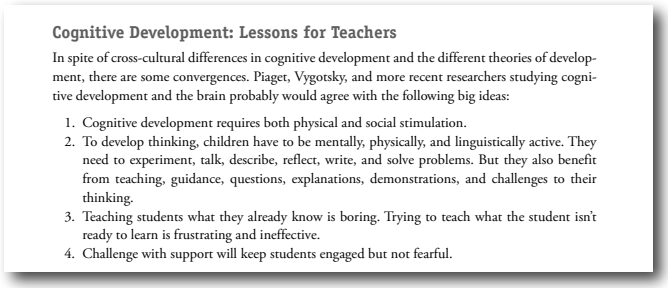
Teachers' Casebook sections present students with realistic classroom scenarios at the beginning of each chapter and ask "What Would You Do?"—giving students the opportunity to apply all the important topics of the chapter to these scenarios via application questions. Students may then compare their responses to those of veteran teachers appearing at the end of each chapter. See, for example, pages 56, 234, 436.



Reaching Every Student: Teaching in the "Magic Middle"

Both Piaget and Vygotsky probably would agree that students need to be taught in the magic middle (Berger, 2012), or the place of the "match" (J. Hunt, 1961)—where they are neither bored nor frustrated. Students should be put in situations where they have to reach to understand but where support from other students, learning materials, or the teacher is also available. Sometimes the best teacher is another student who has just figured out how to solve the problem, because this student is probably operating in the learner's ZPD. Having a student work with someone who is just a bit better at the activity would be a good idea because both students benefit in the exchange of explanations, elaborations, and questions. In addition, students should be encouraged to use language to organize their thinking and to talk about what they are trying to accomplish. Dialogue and discussion are important avenues to learning (Karpov & Bransford, 1995; Kozulin & Presseisen, 1995; Wink & Putney, 2002). The *Guidelines: Applying Vygotsky's Ideas in Teaching* on the next page gives more ideas for applying Vygotsky's insights.

Reaching Every Student sections present ideas for assessing, teaching, and motivating ALL of the students in today's inclusive classrooms. See, for example on page 91.



Cognitive Development: Lessons for Teachers

In spite of cross-cultural differences in cognitive development and the different theories of development, there are some convergences. Piaget, Vygotsky, and more recent researchers studying cognitive development and the brain probably would agree with the following big ideas:

1. Cognitive development requires both physical and social stimulation.
2. To develop thinking, children have to be mentally, physically, and linguistically active. They need to experiment, talk, describe, reflect, write, and solve problems. But they also benefit from teaching, guidance, questions, explanations, demonstrations, and challenges to their thinking.
3. Teaching students what they already know is boring. Trying to teach what the student isn't ready to learn is frustrating and ineffective.
4. Challenge with support will keep students engaged but not fearful.

Lessons for Teachers are succinct and usable principles for teaching based on the research. See, for example, on page 92.

SUPPLEMENTS

This thirteenth edition of *Educational Psychology* provides a comprehensive and integrated collection of supplements to assist students and professors alike in maximizing learning and instruction. Together, these materials immerse students in the content of the text, allowing them and their instructors to benefit from a deeper and more meaningful learning experience. The following resources are available for instructors to download from www.pearsonglobaleditions.com/Woolfolk. Enter the author, title of the text, or the ISBN number, then select this text, and click on the "Resources" tab. Download the supplement you need. If you require assistance in downloading any resources, contact your Pearson representative.

INSTRUCTOR'S RESOURCE MANUAL. The *Instructor's Resource Manual* synthesizes all of the resources available for each chapter and sifts through the materials to match the delivery method (e.g., semester, quarter) and areas of emphasis for the course. This manual includes activities and strategies designed to help prospective teachers—and others seeking a career working with children or adolescents—to apply the developmental concepts and strategies they have learned.

POWERPOINT® SLIDES. Slide sets for each chapter include chapter objectives, key concepts, summaries of content, and graphic aids, each designed to support class lectures and help students organize, synthesize, and remember core content. All PowerPoint® slides have been updated for consistency and reflect current content in this new edition.

TEST BANK. Built from the course objectives, the test bank questions offer both lower-level questions that ask students to identify or explain concepts, principles, and theories about development and higher-level questions that require students to apply concepts, principles, and theories to student behavior and teaching strategies.

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 may be created for both print and testing online.

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. Carol Weinstein wrote the section in Chapter 13 on spaces for learning. Nancy Perry (University of British Columbia) and Philip Winne (Simon Frasier University) wrote sections of Chapter 11 on self-regulation. Brad Henry (The Ohio State University) crafted sections on technology in two chapters. Michael Yough (Purdue University) looked over several chapters including Chapter 5, "Language Development, Language Diversity, and Immigrant Education." Chapter 5 was also improved by suggestions from Alan Hirvela, The Ohio State University. Jerrell Cassady, Ball State University, provided invaluable guidance for Chapter 11, "Social Cognitive Views of Learning and Motivation," and Chapter 12, "Motivation in Learning and Teaching." The portraits of students in Chapters 1 and 6 were provided by Nancy Knapp (University of Georgia). Raye Lakey is responsible for the media integration and for updating the *Test Bank, PowerPoint® Presentations*, and the *Instructor's Resource Manual*.

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 chapters.

For their revision reviews, thanks to Gregg Schraw, University of Nevada—Las Vegas; Theresa M. Stahler, Kutztown University; Kate Niehaus, University of South Carolina; Nithya Iyer, The State University of New York at Oneonta; and Alan Hirvela, The Ohio 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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In a project of this size, so many people make essential contributions. Carrie Mollette, Jorgensen Fernandez, and Janet Woods worked diligently, often through weekends, to obtain permissions for the material reproduced in this text and the supplements. The text designer, Diane Lorenzo, made the look of this book the best yet—hard to do after 12 editions. Project Managers Roxanne Klaas from S4Carlisle and Lauren Carlson from Pearson 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.

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—ANITA WOOLFOLK HOY

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1 | LEARNING, TEACHING, AND EDUCATIONAL PSYCHOLOGY

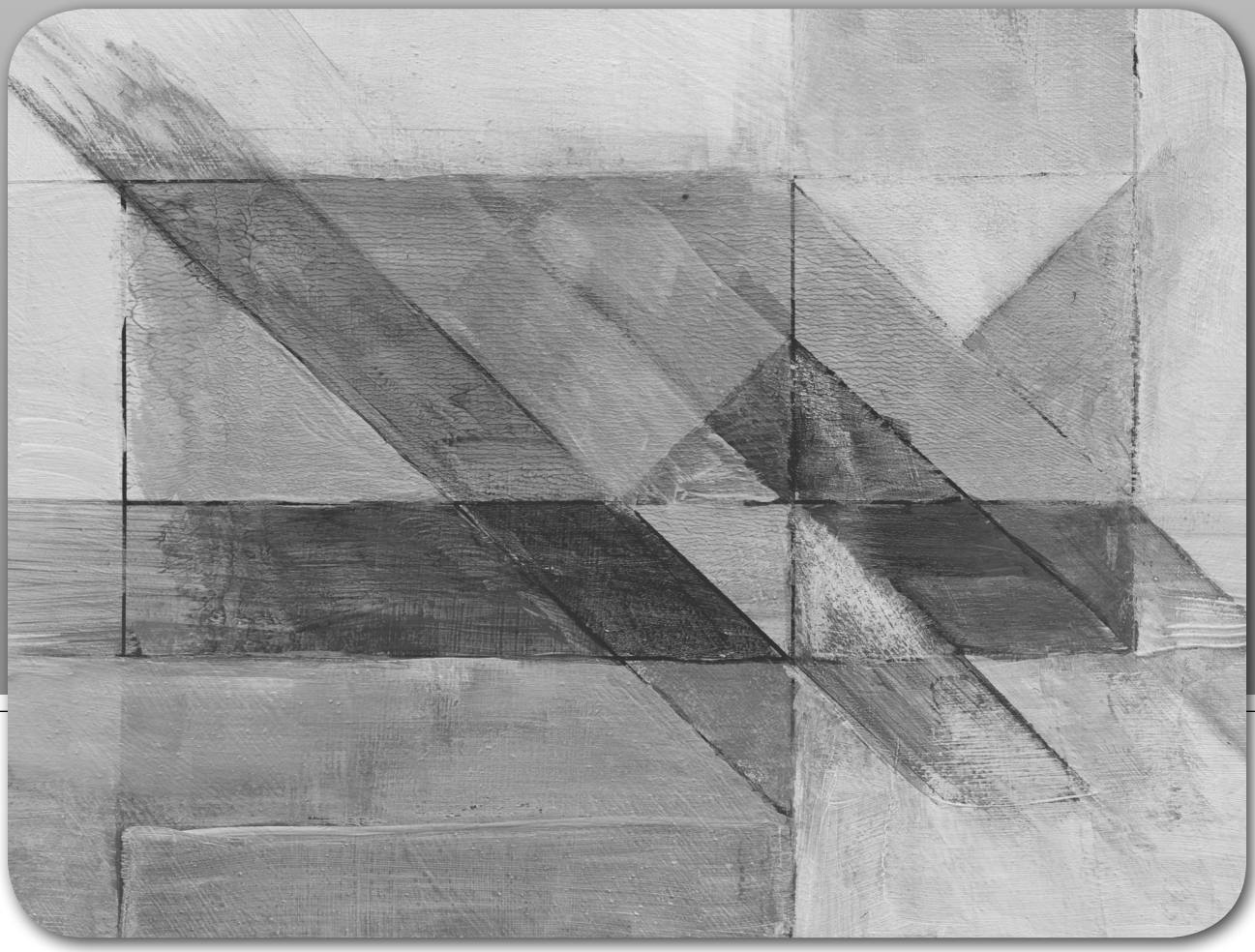
TEACHERS' **CASEBOOK**

WHAT WOULD YOU DO? LEAVING NO STUDENT BEHIND

It is your second year as a teacher in the Davis East school district. Over the last 4 years, the number of students from immigrant families has increased dramatically in your school. In your class, you have two students who speak Somali, one Hmong, one Farsi, and three Spanish speakers. Some of them know a little English, but many have very few words other than "OK." If there had been more students from each of the language groups, the district would have given your school additional resources and special programs in each language, providing you extra help, but there are not quite enough students speaking most of the languages to meet the requirements. In addition, you have several students with special needs; learning disabilities, particularly problems in reading, seem to be the most common. Your state and district require you to prepare *all* your students for the achievement tests in the spring, and the national emphasis is on readiness for college and career by the end of high school—*for everyone*. Your only possible extra resource is a student intern from the local college.

CRITICAL THINKING

- What would you do to help all your students to progress and prepare for the achievement tests?
- How would you make use of the intern so that both she and your students learn?
- How could you involve the families of your non-English–speaking students and students with learning disabilities to support their children's learning?



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OVERVIEW AND OBJECTIVES

Like many students, you may begin this course with a mixture of anticipation and wariness. Perhaps you are required to take educational psychology as part of a program in teacher education, speech therapy, nursing, or counseling. You may have chosen this class as an elective. Whatever your reason for enrolling, you probably have questions about teaching, schools, students—or even about yourself—that you hope this course may answer. I have written the 13th edition of *Educational Psychology* with questions such as these in mind.

In this first chapter, we begin with the state of education in today's world. Teachers have been both criticized as ineffective and lauded as the best hope for young people. Do teachers make a difference in students' learning? What characterizes good teaching—how do truly effective teachers think and act? What do they believe about student, learning, and themselves? Only when you are aware of the challenges and possibilities of teaching and learning today can you appreciate the contributions of educational psychology.

After a brief introduction to the world of the teacher, we turn to a discussion of educational psychology itself. How can principles identified by educational psychologists benefit teachers, therapists, parents, and others who are interested in teaching and learning? What exactly is the content of educational psychology, and where does this information come from? Finally, we consider an overview of a model that organizes research in educational psychology to identify the key student and school factors related to student learning (J. Lee & Shute, 2010). My goal is that you will become a confident and competent beginning teacher, so by the time you have completed this chapter, you should be able to:

Objective 1.1	Describe the key elements of and changes to the No Child Left Behind Act.
Objective 1.2	Discuss the essential features of effective teaching, including different frameworks describing what good teachers do.
Objective 1.3	Describe the methods used to conduct research in the field of educational psychology and the kinds of questions each method can address.
Objective 1.4	Recognize how theories and research in development and learning are related to educational practice.

LEARNING AND TEACHING TODAY

Welcome to my favorite topic—educational psychology—the study of development, learning, motivation, teaching, and assessment in and out of schools. I believe this is the most important course you will take to prepare for your future as an educator in the classroom or the consulting office, whether your "students" are children or adults learning how to read or individuals discovering how to improve their diets. In fact, there is evidence that new teachers who have course work in development and learning are twice as likely to stay in teaching (National Commission on Teaching and America's Future, 2003). This may be a required course for you, so let me make the case for educational psychology, first by introducing you to classrooms today.

Students Today: Dramatic Diversity and Remarkable Technology

Who are the students in American classrooms today? Here are a few statistics about the United States and Canada (Children's Defense Fund, 2012; Dewan, 2010; Freisen, 2010; Meece & Kurtz-Costes, 2001; National Center for Child Poverty, 2013; National Center for Education Statistics, 2013; U.S. Census Bureau, 2010a).

- In 2010, 13% of the people living in the United States were born outside of the United States, and 20% spoke a language other than English at home—about 60% of these families spoke Spanish. Today, about 22% of children under the age of 18 are Latino. By 2050, Latinos will comprise about one quarter of the U.S. population (U.S. Census Bureau, 2010b).
- In Canada, projections are that by 2031, one in three Canadians will belong to a visible minority, with South Asians being the largest group represented. About 17% of the population report that their first language is not French or English but instead is one of over 100 other languages.
- In the 2011–2012 school year, about 60% of students with disabilities spent most of their time in general education classrooms.
- In America, more than 16 million children—about 22% of all children—live in poverty, defined in 2013 by the U.S. Department of Health and Human Services as an income of $23,550 for a family of four ($29,440 in Alaska and $27,090 in Hawaii). Of those over 16 million, over 7 million live in extreme poverty. The United States has the *second highest* rate of child poverty among the economically advantaged countries of the world. Only Romania has a higher rate of child poverty. Iceland, the Scandinavian countries, Cyprus, and the Netherlands have the lowest rates of child poverty, about 7% or less (UNICEF, 2012; U.S. Census Bureau, 2011a).
- The average wealth of White households is 18 times the wealth of Hispanic households and 20 times higher than Black households. These are the largest gaps observed since these data were first published a quarter century ago (Children's Defense Fund, 2012).
- About one in six American children have a mild-to-severe developmental disability such as speech and language impairments, intellectual disabilities, cerebral palsy, or autism (Centers for Disease Control, 2013).
- Out of 100 graduates in the high school class of 2013, about 71 had experienced physical assault; 51 had used alcohol, cigarettes, or illicit drugs in the previous 30 days, and 7 smoked marijuana every day; 48 were sexually active, but only 27 used condoms the last time they had sex; 39 had been bullied physically or emotionally; 20 watched 4 hours or more of television every day; 17 were employed; 16 had carried a weapon in the previous year; 12 had attention-deficit hyperactivity disorder (ADHD); and 4 had an eating disorder (Child Trends, 2013).

In contrast, because of the effects of mass media, these diverse students share many similarities today, particularly the fact that most are far more technologically literate than their teachers. For example:

- Infants to 8-year-olds spend an average of almost 2 hours each day watching TV or videos, 29 minutes listening to music, and 25 minutes working with

OUTLINE

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

Overview and Objectives

Learning and Teaching Today

- Students Today: Dramatic Diversity and Remarkable Technology
- Confidence in Every Context
- High Expectations for Teachers and Students
- Do Teachers Make a Difference?

What Is Good Teaching?

- Inside Three Classrooms
- Beginning Teachers

The Role of Educational Psychology

- In the Beginning: Linking Educational Psychology and Teaching
- Educational Psychology Today
- Is It Just Common Sense?
- Using Research to Understand and Improve Learning
- Theories for Teaching
- Supporting Student Learning

Summary and Key Terms

The Casebook—Leaving No Student Behind: What Would They Do?