

# Contents

<i>Preface</i>	v
<i>Correlation Guide</i>	xi
<i>Topic Guide</i>	xii
<i>Internet References</i>	xiv



## UNIT 1 Reformatting Our Schools

Unit Overview	xviii
---------------	-------

1. **'Quality Education Is Our Moon Shot'**, Joan Richardson, *Phi Delta Kappan*, September 2009  
Richardson interviews Arne Duncan, U.S. Secretary of Education, regarding the plans for revision of No Child Left Behind and the implementation of President Obama's four areas of educational policies and school reform. 3
2. **Duncan's Strategy Is Flawed**, ASBJ Reader's Panel, *American School Board Journal*, February 2010  
These letters to the Reader's Panel reflect a variety of thought regarding the educational policies and strategies of the Secretary of Education, Arne Duncan. 8
3. **Response to Intervention (RTI): What Teachers of Reading Need to Know**, Eric M. Mesmer and Heidi Anne E. Mesmer, *The Reading Teacher*, December 2008/January 2009  
Educational law, Individuals with Disabilities Education Act, introduced Response to Intervention (RTI) as a method for establishing eligibility for special education services. These authors explain the five step process. A vignette of a real student provides an example of teacher duties and responsibilities when implementing RTI. 9
4. **Responding to RTI**, Anthony Rebora, *Teacher Magazine*, April 2010  
In this interview, Richard Allington explains his views that RTI may be the last best hope for achieving full literacy in the United States. Throughout his career, Allington has advocated for intensifying instructional support for struggling readers, but he is critical of the actual implication of RTI in many schools. 18



## UNIT 2 Preparing Teachers to Teach All Students in All Schools

Unit Overview	22
---------------	----

5. **Reluctant Teachers, Reluctant Learners**, Julie Landsman, Tiffany Moore, and Robert Simmons, *Educational Leadership*, March 2008  
These authors suggested a primary reason for reluctant students is teachers who are reluctant to authentically engage with students who do not look, act, or talk like the teacher. They discuss how and why this happens. Finally, they offer suggestions that teachers can use immediately to prevent or change the possibility that their actions are affecting student learning and behavior. 25

- 6. Musing: A Way to Inform and Inspire Pedagogy through Self-Reflection**, Jane Moore and Vickie Fields Whitfield, *Reading Teacher*, April 2008  
In order to deal with the social and educational issues facing teachers, these authors suggest that teacher engage in self-reflection. Musing allows teachers to grow and defend their teaching practices. After explaining the reasons to reflect and three levels of reflection, they offer questions to guide personal musings. **29**
- 7. All Our Students Thinking**, Nel Noddings, *Educational Leadership*, February 2008  
This is a thoughtful piece about teaching our students to think at all levels rather than merely making them memorize facts. As our world is changing, all citizens, whether employed in blue, pink, or white collar jobs, must be life-long learners who can think independently and solve problems effectively. **32**
- 8. Start Where Your Students Are**, Robyn R. Jackson, *Educational Leadership*, February 2010  
Jackson asserts that every classroom has its own currency which is a medium of exchange. This currency is the behavior students engage in to learn knowledge and skills in the class. She describes the conflict that results when the currency desired by students is not acknowledged and used by the teacher. **36**
- 9. Should Learning Be Its Own Reward?**, Daniel T. Willingham, *American Educator*, Winter 2007–2008  
The debate surrounding the use of rewards in school settings and for academic achievement has long been a stalemate between the “should” and “should not” advocates. Perhaps this article will offer answers to your questions or give you more support as you struggle to make decisions in your classroom. **40**
- 10. Learning to Love Assessment**, Carol Ann Tomlinson, *Educational Leadership*, December 2008  
As a novice teacher, the author was apprehensive about how to assess her students. She describes her journey from fearing assessment to using informative assessment to improve her teaching and student learning. **46**



## UNIT 3

### Cornerstones to Learning: Reading and Math

- Unit Overview** **50**
- 11. Print Referencing during Read-Alouds: A Technique for Increasing Emergent Readers' Print Knowledge**, Tricia A. Zucker, Allison E. Ward, and Laura M. Justice, *The Reading Teacher*, September 2009  
Read-alouds are a popular daily activity in early childhood classrooms. While this activity helps young children learn comprehension and word skills, teachers rarely teach print referencing skills that students will need in higher grades as books become more print based and have fewer pictures for reference. **52**
- 12. You Gotta See It to Believe It: Teaching Visual Literacy in the English Classroom**, Robyn Seglem and Shelbie Witte, *Journal of Adolescent and Adult Literacy*, November 2009  
In the 1990s, the concept of literacy changed and became less narrowly defined. Seglem and Witte state that students need instruction in order to understand and use images so that they are able to think, learn, and express themselves in terms of images. **60**
- 13. You Should Read This Book!**, Jennifer Hartley, *Educational Leadership*, March 2008  
The author of this article, a teacher, shares her multi-trial process to developing a sustained silent reading program in her classroom. Teachers and parents will be able to use her information to support students. **67**
- 14. Do Girls Learn Math Fear from Teachers?**, *Teacher Magazine*, January 26, 2010  
Perhaps because your students model themselves after adults of the same gender and female teachers may be anxious about their personal math ability, young girls in this study indicated that “boys are good at math and girls are good at reading.” **70**

15. **How Mathematics Counts**, Lynn Arthur Steen, *Educational Leadership*, November 2007  
The author reports the pressure some school professionals feel to sacrifice other content areas in order to ensure that students make “adequate yearly progress” in Mathematics. In the end, she suggests three important ingredients that would help students understand the need for math literacy as adults. 71
16. **Textbook Scripts, Students Lives**, Jana Dean, *Rethinking Schools*, Spring 2008  
This teacher found that the pacing found in textbook publishers manuals and pacing guides were problematic in her school because they did not connect to the reality of her students’ daily lives and the examples simply did not reach her students or link to their experiences. So in this article, she describes what she did about that dilemma. 76



## UNIT 4 Creating Caring Communities of Learners

### Unit Overview 80

17. **Creating Intentional Communities to Support English Language Learners in the Classroom**, Judith Rance-Roney, *English Journal*, May 2008  
In our increasingly diverse classrooms, teachers must find ways to teach and support students who do not speak English as a native language. Rance-Roney suggests that we form intentional learning communities. The suggestions in this article will help teachers support English Language Learners as well as invest all students in creating an inclusive classroom culture. 82
18. **Cultivating Optimism in the Classroom**, Richard Sagor, *Educational Leadership*, March 2008  
One reason students drop-out of school is that they do not see any reason to invest time and energy in something that does not have a meaning in their lives. Sagor recommends strategies and actions for educators to use to build student optimism and thereby creating a culture in which they will put forth their best efforts. 87
19. **Teachers Connecting with Families—In the Best Interest of Children**, Katharine C. Kersey and Marie L. Masterson, *Young Children and Families*, September 2009  
Long standing research supports the theory that when parents are involved in school, their child’s achievement improves. But how can teachers connect with all parents? Kersey and Masterson offers practical suggestions for building bridges and strong ties to families; including suggestions to overcoming parent reluctance, sharing information, and maintaining parents’ involvement throughout the year. 91
20. **How Not to Talk to Your Kids: The Inverse Power of Praise**, Po Bronson, *New York Magazine*, February 2007  
Bronson quotes research data that 85% of American parents think it is important to tell their children that they are smart. However, a growing body of research finds that this behavior from parents may not be having the desired affect, in fact, quite the opposite affect. 95
21. **Democracy and Education: Empowering Students to Make Sense of Their World**, William H. Garrison, *Phi Delta Kappan*, January 2008  
The author makes a case for empowering students with freedom and personal responsibility for their learning. He asserts that democratic social institutions are produced when persons have the freedom to learn from experiences, build on the experiences, and use this knowledge to direct future experiences. 100



## UNIT 5

### Addressing Diversity in Your School

#### Unit Overview

102

- 22. Meeting Students Where They Are: The Latino Education Crisis**, Patricia Gándara, *Educational Leadership*, February 2010

Gándara asserts that Latino students are the most poorly educated of our children. They begin school lacking the skills most of their peers have and the gap is never removed or decreased. After presenting the data to support her assertions, the author offers suggestions to change the outcomes from Latino students.

104

- 23. What Does Research Say about Effective Practices for English Learners?**, Rhoda Coleman and Claude Goldenberg, *Kappa Delta Pi Record*, Winter 2010

While students who are ELL may be able to communicate with their English-speaking peers and teachers, they may not be able to use academic English as well as their native speaking peers. Coleman and Goldenberg provide information about methods to support learning academic English for successful learning.

110

- 24. Becoming Adept at Code-Switching**, Rebecca S. Wheeler, *Educational Leadership*, April 2008

Students who do not hear or speak Standard English in their community need a teacher who understands the need to teach code-switching. The author offers suggestions with examples to teachers who teach students from diverse cultural and linguistic backgrounds.

114

- 25. The Myth of the “Culture of Poverty,”** Paul Gorski, *Educational Leadership*, April 1, 2008

Gorski explains how we came to believe that a culture of poverty exists. He examines a set of false stereotypes which recent research has proven to be false. Another point is that teachers who believe in the stereotypes are in danger of engaging in classism. The author finishes with a list of actions teachers need to follow to promote equality and equity in their schools.

117

- 26. Books That Portray Characters with Disabilities: A Top 25 List for Children and Young Adults**, Mary Anne Prater and Tina Taylor Dyches, *Teaching Exceptional Children*, March/April 2008

Teachers and parents will find this list of books very helpful in teaching children about their siblings or classmates with disabilities. Further, the books also offer role models for all children. Be sure to review the authors’ guidelines for book selection to help you find additional books.

121



## UNIT 6

### Rethinking Discipline: Getting the Behavior You Want and Need to Teach Effectively

#### Unit Overview

128

- 27. The Under-Appreciated Role of Humiliation in the Middle School**, Nancy Frey and Douglas Fisher, *Middle School Journal*, January 2008

Many of us can think back to bad days in middle school and remember the humiliation as peers laughed at us or called us names. The authors discuss the long term effects of humiliation on young adolescents and strategies for reducing that humiliation.

131

- 28. Tackling a Problematic Behavior Management Issue: Teachers’ Intervention in Childhood Bullying Problems**, Laura M. Crothers and Jered B. Kolbert, *Intervention in School and Clinic*, January 2008

The issue of bullying has been highlighted by the recent violent events caused by persons who were bullied by their peers. These authors suggest that bullying is a classroom management issue and offer eight strategies to address bullying behaviors. Teachers at all grades levels will find these strategies helpful.

139

The concepts in bold italics are developed in the article. For further expansion, please refer to the Topic Guide.

29. **The Power of Our Words**, Paula Denton, *Educational Leadership*, September 2008  
 While bullying by peers can have a negative impact on a person's life so can the words spoken by teachers. Denton uses examples of teacher language that can negatively shape students' thoughts, feelings, and experiences. Finally, Denton suggests five guiding principles for using positive language. 147
30. **Marketing Civility**, Michael Stiles and Ben Tyson, *American School Board*, March 2008  
 These authors cite data from a study of bullying in a suburban high school that indicate bullying is not just an urban school issue. They suggest six school-wide efforts that can change a school's climate. 150
31. **Classwide Interventions: Effective Instruction Makes a Difference**, Maureen A. Conroy et al., *Teaching Exceptional Children*, July/June 2008  
 Two case studies, one of a classroom that works and one that has challenges, anchor this article. The authors posit that there are six universal classroom tools for effective instruction that when used will positively and preventively reduce behavior problems. 152
32. **Developing Effective Behavior Intervention Plans: Suggestions for School Personnel**, Kim Killu, *Intervention in School and Clinic*, January 2008  
 Inclusive classrooms may have students with persistent behavior problems. Also, federal law requires that students in IEPs also be included in Behavior Intervention Plans (BIPs). Teachers will find this article on assessing and planning interventions helpful, as they strive to manage persistent behavior problems that are resistant to typical management strategies. 159



## UNIT 7

### Technology: Are We Effectively Using Its Potential in Our Schools?

- Unit Overview 170
33. **“For Openers: How Technology Is Changing School,”** Curtis J. Bonk, *Educational Leadership*, April 2010  
 One lesson learned in the aftermath of Hurricanes Katrina and Rita was that technology could help learning continue even if the schools no longer existed. Mr. Bonk shares stories of how the internet has helped students and offers predictions for future uses for educational purposes. 172
34. **Tech Tool Targets Elementary Readers**, Katie Ash, *Education Week*, March 18, 2010  
 Ms. Ash describes how a Game Boy-like device is being used by 15 states to improve the reading skills of very young students in grades K through 2. This device was developed by a non-profit organization that based the concept on the *One Laptop per Child* initiative. 176
35. **Digital Tools Expand Options for Personalized Learning**, Kathleen Kennedy Manzo, *Digital Directions*, February 3, 2010  
 In this article, Manzo describes technology tools and methods used by teachers to find technology that would help them differentiate between instructions. Experts recommend a variety of tools and activities to address individual needs. Schools that have used technology for this purpose share their experiences. 178
36. **Effects of Video-Game Ownership on Young Boys' Academic and Behavioral Functioning: A Randomized, Controlled Study**, Robert Weis and Brittany C. Cerankosky, *Psychological Science*, February 18, 2010  
 Using 64 boys, ages 6—9, researchers conducted an experimental study of the effects of playing video games, on development of reading and writing skills. This was a naturalistic study with no researcher interference on the frequency or duration of children's play. Results will be of interest to parents and teachers of young males. 181
- Test-Your-Knowledge Form** 188  
**Article Rating Form** 189