

Most Common Problems Faced by First-Year Teachers

1940	1986	2010
1. Talking	1. Use of drugs	1. Lack of financial support
2. Chewing gum	2. Lack of discipline	2. Lack of discipline
3. Making noise	3. Lack of financial support	3. Use of drugs

Source: Clement, M. C. (1998, April 8). *Beginning teachers' perceptions of their stress, problems, and planned retention in teaching*. Paper presented at the meeting of the Midwest ATE, Urbana, IL. Johnson, W. J. (1985). *Education on Trial* (p. 20). San Francisco: 1(5 Press), Phi Delta Kappa Poll 2010.

BECOMING AN EXCEPTIONAL, PROACTIVE TEACHER . . .

Provide your students another tool to reach this goal!

Offering an unparalleled combination of theory and application, this motivational text emphasizes the theme that exceptional teachers are *proactive*. In every chapter, students learn to plan ahead and prepare for the many and varied situations they will encounter in today's classrooms.

The experiences of many of the country's finest K-12 teachers and the writing of educational psychologists, Dr. Kenneth T. Henson and Dr. Ben F. Eller advise and instruct aspiring teachers concerning the skills and knowledge they will need to make appropriate classroom decisions. The result? Your students come away from this book saying "Yes,

I can do this! I can use those proactive steps to become the teacher I want and need to be!"

Preface

When we began our writing of *Educational Psychology for Effective Teaching*, we committed ourselves to those who would be our nation's school professionals. We determined to present our worthy readers a book of academic distinction; a lucid presentation of the value and importance of educational psychology in the school environment; a contemporary presentation of research in educational psychology; and an enjoyable, readable text.

Our efforts were guided by three major goals: (1) to enhance our readers' understanding and ability to apply the principles of educational psychology to the classroom environment, (2) to provide a succinct explanation of what is known about student learning, (3) to present explanations and examples of how future teachers and other school professionals can proactively prepare and successfully address the academic and social issues of today's students.

By facilitating teacher understanding of students' cognitive, academic and social behavior, educational psychology provides aspiring teachers the tools to analyze situations and make appropriate choices. Our text emphasizes proactive preparation for teaching, recommending teachers and other school professionals plan for academic presentation, student diversity and potentially difficult academic and social situations. As part of our approach, we sought out academicians and recognized teachers throughout the country for consultation and participation in our efforts. Each chapter includes the invaluable contributions and advice of professors, school professionals, and teachers who have been honored as "Teachers of the Year" in their respective states. ■

Organization

The text is organized in a clear and easy-to-use format. Each chapter begins with a list of learning objectives followed by an introduction, then presents content and concludes with a recap of major ideas.

The writing style is straightforward, avoiding excess jargon. Important new terms are set in **bold type** and are listed in a quick reference guide in the **Key Terms** section at the end of each chapter. The terms are defined in their respective chapters and in the **Glossary** at the end of the book.

The seven main topics covered in the text are:

- The contributions and importance of educational psychology in the school environment
- How students develop mentally, academically and socially
- Student diversity in the classroom
- Major learning theories and how they affect teaching
- Instructional methods for teachers
- Motivating students and managing the classroom
- Grading and assessing student performance

Features

We believe you will enjoy and benefit from learning how successful school professionals cope with challenges in today's classrooms. In this second edition, additional features have been added to take advantage of their expert advice and reflection on defined classroom situations. These features include:

- **A Teacher's Class** profiles teachers who have won the prestigious 'Teacher of the Year' award in their respective states. Found in every chapter, this feature provides students firsthand counsel from the country's best K-12 teachers, all recipients of their respective states' "Teacher of the Year" awards.

A Teacher's Class

NAME: Duane Obermier, former Nebraska Teacher of the Year

PROFILE: Mr. Obermier teaches Speech, English, and Creative Writing at Grand Island Senior High, Grand Island, Nebraska.

QUESTION: Describe the rewards you find in teaching.

My feelings about teaching can best be summarized in a few simple statements: Be well prepared. Constantly strive to improve teaching skills. Set high standards. Be flexible. Be honest. Focus on the students and their needs. Treat students courteously. Apply the Golden Rule generally.

When some hurt or crisis that a student is experiencing is more important than what is going on in my classroom that particular day.

I do respond to students' feelings and needs, but I am not one of those wishy-washy let-each-student-do-his-own-thing we'll-get-along-types. Seldom is progress made by protecting students from the consequences of their behavior. "If you skip class you get detention. If you don't do your work you get a failing grade. If you don't meet deadlines, the publication doesn't come out on time."

The main reward teaching offers

- **Todd Williams** is an on-going hypothetical narrative of a first-year teacher's experiences. This engaging case study begins in Chapter 1 and continues throughout the book, giving your students firsthand glimpses of the everyday challenges and rewards of a new teacher. They witness as teacher Todd Williams begins his first day, and in each subsequent chapter,

they follow Todd through significant experiences relating to each chapter's theoretical and application topics.

TODD WILLIAMS...

...was beginning his career as a teacher. He was convinced that teaching eighth grade history was going to be an exciting, yet challenging, task. ... principal, Ms. Wickersham, was showing him around his new working environment. Thomas Jefferson Middle School ... "Today, I'd like you to meet some of my fellow teachers." ... They chatted as they walked through the halls until Ms. Wickersham knocked on a door. The door was labeled with a sign that read, "Through This Door Walk. Some of the Brightest Students of the County. Welcome." Ms. Stephens ... pleasantries. Many of Ms. Stephens' comments stood out in Todd's mind: "I've got a good working group this year. I'm very proud of them. Jim and Pat are a little behind but they are coming along. The class is

- **A View from the Field** relates interviews with educational psychology professors on specific topics relevant to chapter content. Found in every chapter, these "Views" expose students to the perspectives of other educational psychologists and professional educators. They respond to questions on key chapter topics, providing students alternative insights into application of the major theories and methodologies discussed within the chapter.

A VIEW FROM THE FIELD

VIEW FROM THE FIELD

PROFILE



Dr. Daphne D. Johnson (Ph.D. in Educational Psychology and Individual Differences from the University of Houston—University Park) is Chair of Curriculum and Instruction at Sam Houston State University where she teaches undergraduate and graduate courses in human growth and development, instructional strategies, and classroom management.

Dr. Johnson's research interests include critical thinking and effective strategies for online instruction. She has been published in *Instructional Leader*, *Interactive Technology and*

begins, the more successful the teacher will be.

Planning procedures, I believe, is the most important part of over planning. Procedures are the backbone of a well-run classroom. When procedures are taught, practiced, and enforced, they become invisible. Teachers should plan how students will enter the classroom, where they turn in homework, get missed work when they are absent, and get the teacher's attention, along with hundreds of other classroom procedures.

QUESTION: How can teachers use

- **INTASC Standards**, where applicable, are noted within each chapter. *Please see a concise list of these standards at the end of this Preface.

INTASC Standard 2 *Learner differences.*

- Decision-making skills in the classroom as teachers work with students, families, fellow teachers, and administrators.
- An awareness of the special problems faced by non-English speaking students, minorities and developmentally delayed students. This implies that language skills, understanding concerning the norms of subcultures and student cognitive and social development patterns are critical to learning. Education can and should be a great equalizer; a means of upward mobility for students, regardless of race, economic background, or geography (Farr, 2011, p. 23).
- Skills necessary to solve the more traditional problems in today's classrooms include classroom management, enhancing cognitive development, motivation, and appropriate evaluation.
- Other factors, such as economic conditions and technology, will have a major impact on future schools and will require new methods of learning delivery systems.
- As the complexity of our society increases, so will the need for teachers to have a thorough background in theories of learning, development, and cognition. According to Guyton and Fielstein (1991, p. 207), "Although information is necessary, it cannot be expected by itself to modify learned attitudes."

- **What Would You Do** boxes provide the opportunity to brainstorm what you would do in the academic and social situations presented.


WHAT WOULD YOU DO?

In every state, education reform programs are increasing the pressure on teachers to increase the achievement scores of students. Suppose you have a student who is highly admired by his or her classmates and yet this student thinks it's cool to cruise along and earn Cs and Ds. One such student actually responded to just enough test items to earn a C or C minus, leaving the rest of the questions blank. He didn't want to be thought of as a 'nerd' by his peers. Is it feasible to use another student as a model to reverse the behavior of this student?

Emphasizing planning for classroom situations, the text offers the following:

- **Proactive Teaching** in every chapter describes specific classroom situations followed by proactive options and alternatives. For example, *Proactive Teaching* from Chapter 4 suggests

alternatives for facilitating the acceptance and understanding of multiculturalism in today's classrooms.

 **PROACTIVE TEACHING**

Throughout this text we define methods and techniques educational psychology provides the proactive teacher. Our proposed solutions will be based on research that has examined successful methodologies used by teachers in the classroom environment. Typical problems you will face in your teaching career are listed under "Classroom Situations" with "Proactive Alternatives."

CLASSROOM SITUATION	PROACTIVE ALTERNATIVES
You hope to stimulate an interesting, relevant learning climate in your classroom. A sense of community in the classroom encourages students and builds a sense of confidence (Redman & Redman, 2011). In addition to the typical textbook instructional material, you want to add contemporary information related to subject matter.	Plan to use easily accessible, contemporary material on topics related to curriculum content. A good example is current news items and reports. Current news is accessible and relevant topics can be used to enhance and stimulate classroom instruction. Selected TV programs and field trips can be used to demonstrate relevance and importance of subject matter.

- **Proactive Exercises** are provided to help you anticipate and constructively address classroom situations *before* they occur. By students working through problematic and typical classroom situations, they gain understanding through choosing appropriate, proactive responses to the variety of realistic scenarios they'll face in their teaching careers.

PROACTIVE EXERCISE

Table 1.1 lists techniques offered by educational psychology that can have a positive impact on the confidence, pride and self-reliance of minority and immigrant students, students from economically poor backgrounds, and students with impairments.

- **Further Applications** suggests ways to apply chapter content to the classroom environment. At the end of each

chapter, these innovative exercises offer opportunities to explore major themes of the chapter in greater depth.

FURTHER APPLICATIONS

1. Develop a daily lesson plan that includes a menu of both primary and secondary reinforcers.
2. For a lesson in your own chosen subject and grade level, choose between using ratio scheduling and interval scheduling. Write a rationale to defend your choice.
3. Choose a complex concept in your future teaching curriculum, and show how you can break it down into many simple parts, using shaping or chaining.
4. Behavioral learning theorists contend that considerable student behavior is a result of classical, or respondent conditioning. Consider the following incidents in a typical elementary and/or secondary classroom.

- **Case Studies** are integrated throughout chapters and drawn from actual classroom experiences. Woven into textual material, they offer specific classroom examples to illustrate theoretical discussion. For example, in Chapter 6, “Behavioral and Social Learning,” a case study investigates Renee, a fourth grader, in terms of student learning, teacher impact on learning, and the relationship of student behavior and learning.

CASE STUDY

A new middle school was to be constructed in Cross Creek. The funding had been secured by public vote on bonds. The town council had appointed a committee to recommend structure, environment, climate, and school policy for the new school. Several committee members were committed to having the “best” middle school possible for their community.

However, during the first committee meeting, there was confusion about how best to proceed. Some wanted to hire consultants; others suggested using school building plans of neighboring towns. The debate continued for two hours. Finally, Nell Gray, a former school counselor, now retired and respected throughout the community for her honesty and candor, rose to speak. “I sense the committee truly wants to make our new school the best possible. Perhaps, an appropriate beginning would be asking pertinent questions. Despite press reports that often suggest the opposite, many schools in our state and nation are truly outstanding. Why not take advantage of their success? We could identify a number of these schools and simply study their characteristics. We could search out answers to the most obvious questions: What are the characteristics of effective schools? What do they emphasize academically? What is the climate of such schools? How do they maintain discipline? How are effective schools organized in terms of class size? What are their policies on grading and retention? What is the management style of their administrators? What teaching methods are used by their teachers? What are the social and academic characteristics of their students?”

Technology in the Classroom as a learning resource, is a unique feature of our text. Current trends suggest technology will continue to have a dramatic impact on the classroom and student learning. To this end, two sections are included at the conclusion of each chapter to facilitate your effective use of technology in the learning process.

- **Technology in the Classroom** describes how technology can be used to complement chapter content. Featuring the use of technology in the classroom, these sections are alternative ways of using technology in the classroom. For example, “Technology in the Classroom” from Chapter 2 focuses on cognitive and language development, offering suggestions for multimedia, and other software sources for preschool, elementary, middle, and high school.



TECHNOLOGY IN THE CLASSROOM

As you consider the applications of technology to the subject material in each chapter, we suggest that you avail yourself of the vast amount of information and advice available on the Internet.

We suggest that you begin with the U.S. Department of Education homepage (<http://www.ed.gov/>). This homepage offers information and houses the “National Center for Education Statistics,” which publishes a document that contains a comprehensive review of education statistics publications, including the “Conditions of Education.” This annual report includes information on enrollment rates, dropout rates, and trends in academic achievement and education spending.

- **Surfing the Web** provides websites and other resources related to chapter subject material. With this innovative feature, students can pursue chapter-related topics using the Web. The

authors list website addresses related to chapter material, describing the content of each site.

SURFING • THE • WEB

'Strengthening Teaching' is the major focus of a website furnished by the U.S. Department of Education. (<http://www.ed.gov/pubs/teaching>). A resource for student learning is the National Research Center on Student Learning at the University of Pittsburg (<http://www.lrdc.pitt.edu>).

The Department of Education also offers (<http://www.ed.gov/pubs/parents.html>). Another resource for teachers, counselors, and parents is the Administration for Children and Families website (<http://www.acf.dhhs.gov>). This is an excellent resource of vital information that brings together a range of federal programs, including Aid to Families with Dependent Children, At-Risk Child Care, Child Welfare Services, Community Services Block Grants, Foster Care and Adoption Assistance, Head Start, and the National Center on Child Abuse. ■

At the end of each chapter four features summarize major themes, provide suggestions for discussion and introduce content of the next chapter. These features include:

- **Recap of Major Ideas** summarizes the major concepts of the chapter for quick review.

RECAP OF MAJOR IDEAS

1. Educational psychology in the school environment is the study of applying the methods and theories of Psychology to student development, behavior, cognition and learning processes.
2. A growing percentage of our nation's children face obstacles inhibiting their becoming successful learners. Effective teachers find ways to help these 'at-risk' students succeed.

- **Further Applications** suggests ways to apply chapter content to classroom situations.

FURTHER APPLICATIONS

1. Develop a daily lesson plan that includes a menu of both primary and secondary reinforcers.
2. For a lesson in your own chosen subject and grade level, choose between using ratio scheduling and interval scheduling. Write a rationale to defend your choice.

- **Key Terms** provides a list of the major terms introduced in the chapter.

KEY TERMS

learning	unconditioned reinforcer
behavioral learning theory	conditioned reinforcer
extinction	pairing
modeling	continuous reinforcement
classical conditioning	reinforcement schedule
stimuli	interval schedule
neutral stimulus	fixed interval schedule

- **Looking Ahead** offers a brief preview of the next chapter.

LOOKING AHEAD

Chapter 6 emphasized how the teacher and the classroom environment affect the behavior of students. Behavioral approaches to teaching and learning is an extremely important topic and complements our next two chapter topics, the cognitive development of students. Contemporary educational psychologists have long stressed the importance of student creativity, perception, memory, thinking, and problem solving. These mental or cognitive functions are the major topics of the next two chapters. ■

In addition, a fully integrated student and instructor website for this text is available. The Web access code is included on the inside front cover of this textbook. Look for the Web icons in the text's margin to direct you to various interactive tools to enhance your learning experience. The site includes:

Instructor Resource Manual

Test Bank

PowerPoint® slides

Study Guide

Poll Questions

Glossary of Key Terms

You are to be commended for your pursuit of becoming a teaching professional. We congratulate you for choosing the career that undergirds all other professions. As such, you will shape the lives of many young people. Such responsibility requires education, commitment and dedication. We designed this text to help you achieve such worthy goals.

INTASC (Interstate New Teacher Assessment and Support Consortium)

The certification, licensure requirements and demonstration of subject mastery by new teachers varies from state to state. Therefore, it is often difficult for new teachers to satisfy such requirements in states other than where their degree was earned. *INTASC*, a program of the Council of Chief State School Officers, is developing a new licensing examination, *Test for Teaching Knowledge*, in an attempt to establish common standards for the certification and licensing of teachers.

In addition to NCATE (National Council for Accreditation of Teacher Education), many university and college teacher programs across the nation have implemented the ten standards developed by INTASC into curriculum goals and content. The certification and licensure requirements of future teachers will continue to be an important issue for prospective teachers. Therefore, applicable INTASC

standards are noted in each chapter where proceeding chapter content addresses standard. The ten core standards of INTASC are:

Standard 1 – Teacher mastery and knowledge of subject matter.

Teacher understands central concepts, tools of inquiry, and structure of discipline(s) he/she teaches and can create learning experiences making these aspects of subject matter meaningful to students.

Standard 2 – Teacher knowledge of human development and learning.

The teacher understands how children develop and learn and provides learning opportunities supporting student intellectual, social and personal development.

Standard 3 – Teacher ability to adapt instruction for individual student needs.

The teacher understands how students differ in their approaches to learning and creates instructional opportunities that adapt to the diversity of learners.

Standard 4 – Multiple instructional strategies.

The teacher understands and can use a variety of instructional strategies to encourage students development of critical thinking, problem solving, and performance skills.

Standard 5 – Classroom motivation and management skills.

The teacher uses his/her understanding of individual and group motivation and behavior to create a learning environment encouraging positive social interaction, active engagement in learning, and self-motivation.

Standard 6 – Teacher communication skills.

The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster student active inquiry, collaboration, and supportive interaction in the classroom.

Standard 7 – Instructional planning skills.

The teacher plans instruction based on knowledge of subject matter, students, the community and curriculum goals.

Standard 8 – Assessment of student learning.

The teacher understands and uses formal and informal assessment strategies to ensure the continuous intellectual, social, and physical development of the learner.

Standard 9 – Professional commitment and responsibility.

The teacher, as a professional educator, continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

Standard 10 – Partnerships.

The teacher fosters relationships with school peers, parents, and agencies in the community to support students' learning and well-being.

Source – <http://www.ccsso.org/projects/interstate-New-Teacher-Assessment-and-Support-consortium/#resource>

The Interstate New Teacher Assessment and Support Consortium (INTASC) standards were developed by the Council of Chief State School Officers and member states. Copies may be downloaded from the Council's website at <http://www.ccsso.org>.

Council of Chief State School Officers. (1992). Model standards for beginning teacher licensing, assessment, and development: A resource for state dialogue. Washington, DC: Author. ■

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