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UNIT 1 School Reform in the Twenty-first Century

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- 1. Grading Obama's Education Policy**, Michael W. Apple, *The Progressive*, February 2011
Apple compares the Bush Administration educational reforms with Obama's Race to the Top. He finds some new and **progressive** elements in Obama's plans but suggests that not enough has changed. **3**
- 2. The Why Behind RTI**, Austin Buffum, Mike Mattos, and Chris Weber, *Educational Leadership*, October 2010
Buffum suggests that too many schools are asking the wrong questions and have failed to develop the correct thinking about **RTI**. Then tier-by-tier he suggests ways of reconceiving RTI to provide students with what they need to succeed. **6**
- 3. Rethinking School**, Stacey Childress, *Harvard Business Review*, March 2012
While many service industries have increased in their **productivity** over the last 30 years, U.S. **public education** has become less productive and has lost standing in the areas of reading and mathematics. Several suggestions are offered to improve our outcome data. **11**
- 4. Are U.S. Students Ready to Compete?**, Paul E. Peterson et al., *Education Next*, Fall 2011
These four authors provide state-by-state comparisons of **academic** scores to scores from other countries. **13**
- 5. The International Experience**, Carlos X. Lastra-Anadón and Paul E. Peterson, *Education Next*, Winter 2012
This article is a continuation of the research published in the previous article. Here, two of the researchers discuss the **practices** from other countries that may or may not work for American schools. The topics discussed include teachers and teaching, **choice** and **autonomy**, state standards and **accountability**, and **digital learning**. **17**
- 6. A Diploma Worth Having**, Grant Wiggins, *Educational Leadership*, March 2011
Wiggins states that our lockstep adherence to rigid **curriculum** requirements appears myopic and misguided when we ask the question: How well does the curriculum prepare students for adult living? **22**
- 7. What Educators Are Learning from Money Managers**, Daniel Fisher, *Forbes*, June, 2010
The second paragraph of this article contains the statement that "Schools are fundamentally undermanaged." **Achievement First** schools are able to respond quickly to even the smallest change in student data by getting resources to the problem. Do we need to think differently about how we **manage** our public schools? **27**

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



UNIT 2

Understanding Poverty

Unit Overview

30

8. **Who Are America's Poor Children?: The Official Story**, Vanessa R. Wight, Michelle Chau, and Yumiko Aratani, *National Center for Children in Poverty*, March 2011

This article will set the stage for the remaining articles in this section. Here you will learn who is *“living in poverty”* and what that may mean for their daily living and learning experiences.

33

9. **Teachers' Perspectives on Teaching Students Who Are Placed At-Risk**, Raji Swaminathan and Thalia Mulvihill, *Journal of Educational Alternatives*, 2011

In this study, researchers examine how preconceived *beliefs* relate to teacher behavior and student learning. What they learned may surprise you and help you think about your own beliefs and *perceptions*.

39

10. **Examining the Culture of Poverty: Promising Practices**, Kristen Cuthrell, Joy Stapleton, and Carolyn Ledford, *Preventing School Failure*, 2010

Preservice teachers rarely admit that their teaching is affected by *diversity* issues such as poverty or *race*. Their professors explored the effects of *poverty*, identified strategies for providing support to children, and suggested changes for teacher education programs.

46

11. **Homelessness Comes to School: How Homeless Children and Youths Can Succeed**, Joseph F. Murphy and Kerri J. Tobin, *Kappan*, 2010

Homeless families are a growing national problem that will affect as many as one in every 50 children each year. Murphy and Tobin offer information about the negative impact of homelessness and suggest seven actions and strategies for giving care to *homeless* students.

53



UNIT 3

Literacy Is the Cornerstone of Learning

Unit Overview

58

12. **Supporting the Literacy Development of Children Living in Homeless Shelters**, Laurie MacGillivray, Amy Lassiter Ardell, and Margaret Saucedo Curwen, *The Reading Teacher*, 2010

These authors provide multiple perspectives to help us understand what it means to work with children who are *homeless*, and they provide specific actions we can take to help.

60

13. **Integrating Children's Books and Literacy into the Physical Education Curriculum**, Joan C. Fingon, *Strategies: A Journal for Physical and Sports Education*, March/April 2011

All teachers are teachers of *reading*. But how often do we actually see evidence of that sentence? This author offers concrete information on the benefits and uses of children's *literature* in *physical education*. A list of books is provided.

67

14. **Using Family Message Journals to Improve Student Writing and Strengthen the School-Home Partnership**, Lynda M. Valerie and Sheila Foss-Swanson, *TEACHING Exceptional Children*, 2012

Valerie and Foss-Swanson make a compelling case for using Family Message Journals to develop *literacy* and move writing to front and center of the daily *curriculum* routine rather than an add-on activity when there is time. The article includes a discussion of why we should use FMJs and how-to-do-it examples.

72

15. **Strategies for Teaching Algebra to Students with Learning Disabilities: Making Research to Practice Connections**, Tricia K. Strickland and Paula Maccini, *Intervention in School and Clinic*, 2010

Graduation requirements for higher math are difficult for students who have learning disabilities and for some students without *disabilities*. Strickland and Maccini offer practical, research-based *interventions* for instructing secondary students.

80

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

16. **Do Girls Learn Math Fear from Teachers?**, *Teacher Magazine*, January 26, 2010
 Young girls in this study stated that “boys are good at math and girls are good at reading.” Is this because students model themselves after adults of the same gender and female teachers may be anxious about their personal **math ability**? 88
17. **Too Much Too Soon? Common Core Math Standards in the Early Years**, Laura Fricke Main, *Early Childhood Education Journal*, September 2011
 In this editorial, Main expresses concern about using the **Common Core Math Standards** with young learners. A primary concern is that we may not give appropriate emphasis on effective curriculum development and **professional development** for teachers. 89



UNIT 4

Improve School Climate to Improve Student Performance

Unit Overview 94

18. **Hand to Hand: Teaching Tolerance and Social Justice One Child at a Time**, Andrea Zakin, *Childhood Education*, January/February 2012
 Using art projects with preschool students to engage in discussions and activities that pinpoint **tolerance** and **social justice** issues, the researcher wanted to find out if young children could and would explore differences verbally and through art. The hope is to begin early and continue these discussions as the students moved through their P-12 education. 96
19. **Start Where Your Students Are**, Robyn R. Jackson, *Educational Leadership*, February 2010
 Jackson asserts that every classroom has its own **currency** that 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. 105
20. **Leaving Nothing to Chance**, Karin Chenoweth, *Educational Leadership*, November 2010
 Principals are guardians of students’ futures, even in low-performing, **high-poverty**, and **high-minority** schools. Chenoweth describes five insights to change the low-performing to a high-performing school. 109
21. **Criminalizing Kids: The Overlooked Reason for Failing Schools**, Heather Ann Thompson, *Dissent*, Fall 2011
 In the last decade we have increased the presence of police officers and security guards in our public schools; most heavily in **urban** areas. Daily students are watched by surveillance cameras, have to swipe in/out in digital **security** systems, are patted down, warned, and even strip searched. How does this hostile environment affect student performance? 113
22. **She’s Strict for a Good Reason: Highly Effective Teachers in Low-Performing Urban Schools**, Mary Poplin et al., *Kappan*, 2011
 Poplin and her colleagues spent four years following 31 highly effective teachers in nine **low-performing** schools. These teachers are successful where other teachers are not. Find out what they have in common with other **successful** teachers. 117
23. **Life Skills Yield Stronger Academic Performance**, Tommie Lindsey Jr. and Benjamin Mabie, *Kappan*, 2012
 Tommie Lindsey established this class in the high school where he taught. The class of African American males worked together to establish **inclusion**, build security, enhance meaning, and engender **competence**. Lindsey notes this type of class would be useful for any group of students who are at risk and should not be limited to African Americans. 122



UNIT 5

Teaching English Language Learners

Unit Overview

126

24. 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.

128

25. Using Guided Notes to Enhance Instruction for All Students, Moira Konrad, Laurice M. Joseph, and Madoka Itoi, *Intervention in School and Clinic*, 2011

Note-taking while **listening** to a lecture or watching a video is a complex task involving higher-order thinking skills as well as the physical task of writing. **Guided Notes** are a research-based strategy to support diverse students in middle and secondary classrooms. This article has suggestions for creating and using guided notes.

132

26. Strategies for Every Teacher’s Toolbox, Frank Dykes and Suzanne Thomas, *Principal Leadership*, October 2010

Middle and secondary classrooms are complex learning experiences for students who have **disabilities**, are **ELL**, or otherwise at-risk for school failure. This article, intended for principals, is equally useful to teachers. Dykes and Thomas describe four time-tested and research-based strategies that work for all students.

140

27. Teaching English Language Learners: Recommendations for Early Childhood Educators, Sarah J. Shin, *Dimensions of Early Childhood*, 2010

Shin based her work on evidence that literacy skills transfer from the child’s first language to the second language. She incorporated **basic skills** instruction in the child’s first language as well as **drawing, music, and drama** to teach English language skills.

143



UNIT 6

Technology Supports Learning

Unit Overview

148

28. “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. Bonk shares stories of how the **Internet** has helped students and offers predictions for future uses for educational purposes.

151

29. From the Three Rs to the Four Cs: Radically Redesigning K-12 Education, William Crossman, *The Futurist*, March/April 2012

Those **tech-savvy** kids we have been reading about are here, now. Those **digital** natives learn and engage with text differently than most of us who are teaching or are about to become teachers. We need to seriously consider how we will keep them engaged and challenged to learn. Crossman has suggestions.

155

30. Adventures with Cell Phones, Liz Kolb, *Educational Leadership*, February 2011

Many schools still forbid **cell phone** use during the school day and strictly enforce the rule by taking away the phone or suspending the user. However, some schools are seeing the educational benefits of using cell phones and other hand-held devices to enhance student learning and engagement with **learning activities**.

159

31. Digital Readers: The Next Chapter in E-Book Reading and Response, Lotta C. Larson, *The Reading Teacher*, 2010

The popularity of **digital readers** has spread to the classroom. The compact size and ease of use make these an important educational tool. Larson provides research that helps us understand how they can be used effectively to engage and instruct students.

163

32. **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 help them differentiate **instruction**. Experts recommend a variety of tools and activities to address individual needs, and school **personnel** who have used **technology** for this purpose share their experiences.

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UNIT 7 Collaboration

Unit Overview

172

33. **Are We Adequately Preparing Teachers to Partner with Families?**, Tamara Sewell, *Early Childhood Education Journal*, February 2012
 Partnering with **families** is vital when working with young children, but how do teachers learn to do this effectively? In this literature review, Sewell has concluded that one course in partnering with families is good, but there is more that **teacher preparation** programs can do.

175

34. **Work Together: But Only if You Want To**, Rick DuFour, *Kappan*, February 2011
 Most often working in isolation, teachers across America usher children into their classrooms and close the door. DuFour contends that we cannot continue this practice. Teachers must learn to work with **families**, other teachers, ancillary staff, and **community agency personnel**.

179

35. **Methods for Addressing Conflict in Cotaught Classrooms**, Greg Conderman, *Intervention in School and Clinic*, March 2011
Co-teaching is one way to provide maximum support to all students. Willingness to have another adult in your classroom does not mean co-teaching will go smoothly every day. But when **conflict** arises, the solutions and strategies suggested here may help.

183

36. **What's Your Style?**, Donna L. Miller, *Kappan*, April 2011
 Most of us have a comfort zone, **philosophical stance**, or **belief system** that influences our actions or teaching decisions at a subliminal level. Are you linear, holist, laissez-faire, or a critical theorist? Read this article to find out.

191

37. **Collaborating with Parents to Implement Behavioral Interventions for Children with Challenging Behaviors**, Ju Hee Park, Sheila R. Alber-Morgan, and Courtney Fleming, *TEACHING Exceptional Children*, 2011
 Teachers spend about thirty hours per week with their students, but **families** are together the other 138 hours. To effectively **intervene** and change a child's **behavior**, those hours outside of school must be used. This article is a "how-to" for working with families as you develop and implement a Behavior Intervention Plan (BIP).

194

38. **Why Age Matters**, Jessica Mulholland, *Governing*, January 2012
 The Foster Grandparents program is about making a difference in the lives of young children and helping older adults find a reason to get up in the morning. A senior citizen is paired with a child who needs one-on-one help with **academic skills** or just needs a bit of personal **attention**.

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UNIT 8 Sexual Minority Students

Unit Overview

204

39. **Inequities in Educational and Psychological Outcomes between LGBTQ and Straight Students in Middle and High School**, Joseph P. Robinson and Dorothy L. Espelage, *Educational Researcher*, October 2011
 Like any other group of persons, students who identify themselves as **LGBTQ** are not a homogenous group. While we think of these students as being **at-risk**, we may not have the full picture, and without a full understanding, we may not be using the most effective **interventions**. This study offers some descriptive groundwork.

207

40. **LGBT Students Want Educators to Speak Up for Them**, Abe Louise Young, *Kappan*, 2011
At the very least, **LGBT** students would like for teachers to stop the hurtful speech when it occurs in their classrooms or the hallways. This article uses the words of students who have been **victims** to explain what they would like teachers to do or say. 217
41. **Preventing Bullying and Harassment of Sexual Minority Students in Schools**, Holly N. Bishop and Heather Casida, *The Clearing House*, 2011
Bishop and Casida define **sexual minority** students as those students who are LGBT as well as those who are perceived by peers to be gay or as acting gay. Effects of the **harassment** on students and implications for teachers and school administrators are discussed. 220



UNIT 9

Bullying Continues to Be a Serious Problem

Unit Overview 226

42. **What Educators Need to Know about Bullying Behaviors**, Sandra Graham, *Kappan*, September 2010
Bullying has taken on epic proportions in the last 10 years, but it is not a new problem. How can we solve this problem? Graham defines bullying, six common myths, and thoughts on **interventions**. 229
43. **What Students Say about Bullying**, Stan Davis and Charisse Nixon, *Educational Leadership*, September 2011
Learn what students from across the United States in grades 5-12 said about **bullying**. They explained what they did about it, what was most effective, and suggested how adults and peers can help. 233
44. **Hostile Hallways**, Christopher Munsey, *Monitor on Psychology*, February 2012
Sexual harassment and unwanted sexual experiences are not reported as frequently as **bullying**, nevertheless, the long-term harmful effects can be significantly greater. Munsey offers advice and suggests that bystanders can be an important component in stopping harassment. 236
45. **Modifying Anti-Bullying Programs to Include Students with Disabilities**, Juliana Raskauskas and Scott Modell, *TEACHING Exceptional Children*, 2011
Existing **anti-bullying** programs often ignore students with moderate to severe intellectual disabilities who are in self-contained classes. These students are more often victims of bullying than students with **disabilities** who are included in general education classrooms. In this article, you will find ways to modify bullying programs for this student population. 238
46. **Bullying and School Liability—Implications for School Personnel**, Nathan Essex, *The Clearing House*, 2011
School personnel can be held liable for failing to respond appropriately to **bullying** incidents. Essex provides a set of guidelines to assist teachers and administrators in **supporting** and **protecting** victims while limiting their own exposure to negligence lawsuits. 244

Test-Your-Knowledge Form 248