

# Contents

<i>Preface</i>	v
<i>Series</i>	vi
<i>Correlation Guide</i>	xiii
<i>Topic Guide</i>	xiv
<i>Internet References</i>	xvii



## UNIT 1 School Reforms: The Debate Continues

Unit Overview	xx
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- 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 thoughts regarding the educational policies and strategies of the Secretary of Education, Arne Duncan. **8**
- 3. 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. **9**
- 4. Dictating to the Schools,** Diane Ravitch, *Virginia Journal of Education*, November 2010  
It may appear at first that Ravitch and Apple are on the same page; however, while they may have the same criticism of school reforms, they do not offer the same solutions. **12**
- 5. 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. **15**
- 6. Responding to RTI,** Anthony Reborra, *Teacher Magazine*, April 12, 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. **24**
- 7. 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. **28**

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

8. **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?

33



## UNIT 2

### Teaching All Students in All Schools

#### Unit Overview

38

9. **Who Are America's Poor Children?: The Official Story**, Vanessa R. Wright, Michelle Chau, and Yumike 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.

40

10. **Teacher's Perspectives on Teaching Students Who Are Placed At-Risk**, Raji Swaminathan and Thalia Mulvihill, *Journal of Educational Alternatives*, 4(2), 2011

In this study of 12 teachers, the researchers wish to determine 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.

46

11. **Dismantling Rural Stereotypes**, James A. Bryant, *Educational Leadership*, November 2010

Do rural schools differ from urban schools for children who live in poverty? Do we have prejudices about residents of rural areas? Bryant investigates this question and how rural schools are coping with school reform regulations.

53

12. **Examining the Culture of Poverty: Promising Practices**, Kristen Cuthrell, Joy Stapleton, and Carolyn Ledford, *Preventing School Failure*, 54(2), 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.

57

13. **Exploring Educational Material Needs and Resources for Children Living in Poverty**, Indra Kumar Mahabir, Paper presented at the Annual Meeting of the American Educational Research Association, April 2010

This two-part study explored the educational material needs of children living in poverty and the programs that are in place to provide materials. The researchers' conclusions have implications for both schools and agencies serving in high-poverty areas.

64



## UNIT 3

### Cornerstones to Learning: Reading and Math

#### Unit Overview

70

14. **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.

72

- 15. Supporting the Literacy Development of Children Living in Homeless Shelters**, Laurie MacGillivray, Amy Lassiter Ardell, and Margaret Saucedo Curwen, *The Reading Teacher*, 63(5), 2010  
These authors provide multiple perspective to help us understand what it means to work with children who are homeless, and they provide specific actions we can take to help. **80**
- 16. Integrating Children’s Books and Literacy into the Physical Education Curriculum**, Joan C. Fingon, *Strategies: A Journal for Physical and Sports Education*, 24(4), March/April 2011  
All teachers are teachers of reading. But how often do we actually see evidence of that phrase? This author offers concrete information on the benefits and uses of children’s literature in physical education. A list of books is provided. **87**
- 17. 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. **92**
- 18. 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*, 46(1), 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. **99**
- 19. 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.” **107**

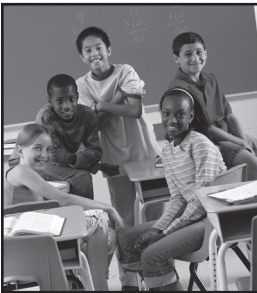


## **UNIT 4**

### **Creating Caring Communities of Learners**

- Unit Overview** **108**
- 20. The Power of Positive Relationships**, Tara Brown, *Middle Ground*, August 2010  
Brown’s seven suggestions for establishing a positive relationship with middle schoolers can be used at any level. All students want and appreciate a teacher who cares and values them. **110**
- 21. Teachers Connecting with Families—In the Best Interest of Children**, Katharine C. Kersey and Marie L. Masterson, *Young Children*, 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 offer 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. **113**
- 22. Motivation: It’s All About Me**, Barbara R. Blackburn and Abigail Armstrong, *Momentum*, February/March 2011  
How do we motivate students to be intrinsically motivated? Blackburn and Armstrong offer suggestions for connecting learning to successful completion of activities that will motivate. **117**

- 23. 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. **119**
- 24. 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- to a high-performing school. **123**
- 25. She's Strict for a Good Reason: Highly Effective Teachers in Low-Performing Urban Schools**, Mary Poplin, et al., *Kappan*, 92(5), 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. **127**
- 26. 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. **132**



## UNIT 5 Addressing Diversity in Your School

### Unit Overview **136**

- 27. 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 for Latino students. **138**
- 28. 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. **144**
- 29. Strategies and Content Areas for Teaching English Language Learners**, Laura Tislington and Misty LaCour, *Reading Improvement*, September 2010  
 Strategies that are effective for teaching young struggling students are also effective for young students who are ELL. Six selected strategies, a list of storybooks, and an assessment rubric are provided. **148**
- 30. Teaching Photosynthesis with ELL Students**, Susan Piper and Edward Lewis Shaw, *Science Activities*, 47, 2010  
 Science is a favorite activity in elementary classrooms, but the specific language requirements can be a stumbling block for some learners. Piper and Shaw provide a step-by-step guide to including students who are ELL in active learning. Many of the suggestions can generalize to other subjects. **152**

- 31. Literacy and Literature for 21st Century Global Citizenship**, James Nofle and Maria A. Pacino, *The International Journal of Diversity in Organisations, Communities and Nations*, v10, 2010  
This article is a discussion of multicultural literature and the need to provide all students with opportunities for experiences and to read narratives of peoples different from themselves. The authors also discuss the issues of living, learning, and teaching in a digital age. 157
- 32. Using Guided Notes to Enhance Instruction for All Students**, Moira Konrad, Laurice M. Joseph, and Madoka Itoi, *Intervention in School and Clinic*, 46(3), 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. The article has suggestions for creating and using guided notes. 160
- 33. 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. 168
- 34. Methods for Addressing Conflict in Cotaught Classrooms**, Greg Conderman, *Intervention in School and Clinic*, 64(4), 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. 171



## UNIT 6

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

#### Unit Overview 180

- 35. “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. 182
- 36. What Middle School Educators Should Know about Assistive Technology and Universal Design for Learning**, Victoria Zascavage and Kathleen G. Winterman, *Middle School Journal*, March 2009  
Zascavage and Winterman explore the use of Universal Design for Learning and Assistive Technology in middle school settings. Of course all of these applications can be used in upper elementary and secondary schools as well. 186
- 37. Tech Tool Targets Elementary Readers**, Katie Ash, *Education Week*, March 18, 2010  
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 nonprofit organization that based the concept on the *One Laptop per Child* initiative. 192
- 38. Digital Readers: The Next Chapter in E-Book Reading and Response**, Lotta C. Larson, *The Reading Teacher*, 64(1), 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. 194

<b>39. Digital Tools Expand Options for Personalized Learning</b> , Kathleen Kennedy Manzo, <i>Digital Directions</i> , 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.	<b>201</b>
<b>40. Differentiate Teaching and Learning with Web 2.0 Tools</b> , Kimberly Lightle, <i>Middle Ground</i> , February 2011 Three teachers offer examples of how they use Web 2.0 tools in their classrooms. The best part is that many of these applications are virtually free.	<b>204</b>
<b>41. Effects of Video-Game Ownership on Young Boys' Academic and Behavioral Functioning: A Randomized, Controlled Study</b> , Robert Weis and Brittany C. Cerankosky, <i>Psychological Science</i> , February 18, 2010 Using 64 boys, ages 6 to 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.	<b>207</b>
<b><i>Test-Your-Knowledge Form</i></b>	<b>214</b>
<b><i>Article Rating Form</i></b>	<b>215</b>