

Educational Psychology Woolfolk Canadian Edition

Teacher beliefs play a fundamental role in the education landscape. Nevertheless, most educational researchers only allude to teacher beliefs as part of a study on other subjects. This book fills a necessary gap by identifying the importance of research on teacher beliefs and providing a comprehensive overview of the topic. It provides novices and experts alike a single volume with which to understand a complex research landscape. Including a review of the historical foundations of the field, this book identifies current research trends, and summarizes the current knowledge base regarding teachers' specific beliefs about content, instruction, students, and learning. For its innumerable applications within the field, this handbook is a necessity for anyone interested in educational research.

NOTE: Used books, rentals, and purchases made outside of Pearson If purchasing or renting from companies other than Pearson, the access codes for the Enhanced Pearson eText may not be included, may be incorrect, or may be previously redeemed. Check with the seller before completing your purchase. This access code card provides access to the Enhanced Pearson eText. In lucid and jargon-free prose, the text explains and illustrates educational psychology's practical relevance for teachers and learners. The new edition continues to emphasize the applications of research on child development, on learning and cognition, on motivation, and on instruction and assessment. At the same time the text has long been counted on for its state of the art presentation of the field of educational psychology, and this edition continues that tradition with new and expanded coverage of import topics like the brain and neuroscience, the impact of

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technology on the lives and learning of students, and student diversity. The Enhanced Pearson eText features embedded video. Improve mastery and retention with the Enhanced Pearson eText* This access code card provides access to the new Enhanced Pearson eText, a rich, interactive learning environment designed to improve student mastery of content. The Enhanced Pearson eText is: Engaging. The new interactive, multimedia learning features were developed by the authors and other subject-matter experts to deepen and enrich the learning experience. Convenient. Enjoy instant online access from your computer or download the Pearson eText App to read on or offline on your iPad® and Android® tablet.* Affordable. Experience the advantages of the Enhanced Pearson eText for 40-65% less than a print bound book. * The Enhanced eText features are only available in the Pearson eText format. They are not available in third-party eTexts or downloads. *The Pearson eText App is available on Google Play and in the App Store. It requires Android OS 3.1-4, a 7" or 10" tablet, or iPad iOS 5.0 or later. From reviews of the book: "I polled my students . . . and the vast majority actually liked the textbook (which is rare). They find it easy to read, interesting and engaging. . . . This textbook's major strengths are its cognitive perspective, its readability, and the fact that it puts into practice some of the information-processing strategies that it teaches as effective ways to process information. . . ." -Elizabeth Pemberton, University of Delaware "[T]he text is written in a . . . conversational style that invites students to actively explore complex questions about teaching and learning. It is well-organized, supported with visual aids, and various learning tools, such as guidelines, reflection activities, and cases presenting opposing viewpoints. Most importantly, the text is informed and well supported by contemporary scholarship in the field of educational psychology." -Alina Reznitskaya, Montclair State

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University

Throughout time, people have explored the ways in which they can improve some aspect of their performance. Such attempts are more visible today, with many working to gain an 'edge' on their performance, whether it is to learn a new language, improve memory or increase golf handicaps. This book examines a range of techniques that are intended to help improve some aspect of performance, and examines how well they are able to achieve this. The various performance enhancing techniques available can be divided into those where the individual remains passive (receiving a message, suggestion or stimulus) and those where the individual needs to take a more active approach. Human Potential looks at a range of techniques within each of these categories to provide the reader with a sense of the traditional as well as the more contemporary approaches used to enhance human performance. The techniques covered include hypnosis, sleep learning, subliminal training and audio and visual cortical entrainment as well as mnemonics, meditation, speed-reading, biofeedback, neurofeedback and mental imagery practice. This is the first time such a broad range of techniques has been brought together to be assessed in terms of effectiveness. It will be useful to all psychology and sports science students, practicing psychologists, life coaches and anyone else interested in finding out about the effectiveness of performance enhancement techniques.

Harness the power of collective efficacy to achieve quality implementation! Designed to overcome a common barrier to successful implementation of school improvement efforts--entrenched belief systems--this book digs deeper into the power of collective efficacy. Teams with a strong sense of collective efficacy devise ways to make "what's supposed to work" actually work, and find ways to exercise control over

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challenges that surround them. In addition to the examples from both inside and outside of education, readers will find • Ways to create environments that tap into mastery as the number one source of collective efficacy • Methods to strengthen vicarious experiences through observational learning • Examination of social persuasion and affective states as additional sources of collective efficacy Expanding on this critically-important topic, this book accentuates the importance of collective efficacy as the single most important driver of student achievement and the key to successful implementation. This book is the spark you need to look at implementation in a completely new light.

This new edition of the European adaptation of Anita Woolfolk's market-leading US text, *Educational Psychology*, is essential reading for anyone studying or interested in education and learning from a psychology perspective. The second edition includes new work in the areas of Assessment for Learning and Attachment Theory, as well as reflecting recent changes in Special Educational Needs provision. The text shows how information and ideas drawn from cutting-edge research in educational psychology can be applied to solve the everyday problems of teaching and child development. 'This wide-ranging and theoretically grounded text is set to become a classic in the psychology of education.' Alec Webster, Emeritus Professor of Educational Psychology, University of Bristol 'This is an exceptionally strong book that explains the psychology in education in a clear and vivid way. I also appreciated the European approach of the book... I would certainly recommend educators to use this book.' Sofie Loyens, Assistant Professor at the Department of Psychology, Erasmus University Rotterdam, The Netherlands

This book presents major findings from a research study exploring the leadership needed to enact rapid change -

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defined as three years or less - in various school contexts, overtly including the perspectives of leaders, teachers, students, parents, community members, and district leaders. This book examines language teacher efficacy beliefs, focusing on the individual and collective beliefs of Japanese high school teachers. It discusses personal and collective dimensions of language teacher efficacy related to personal second language (L2) capability, instructional L2 efficacy and collective capability towards collaboration. The book provides a detailed discussion about the ways in which these beliefs develop and situates the findings within the wider field of teacher efficacy research. It helps further understanding of factors that may influence teacher self-efficacy and suggests new directions for research to explore in future studies. It will appeal to postgraduates and researchers with an interest in language teacher cognition, the psychology of language teaching and those in the wider fields of self-efficacy, teacher efficacy and teacher agency. It is also of use to those with an interest in the high school English education system in Japan, as well as researchers investigating similar contexts.

This Handbook presents current research on children and youth in ethnic minority families. It reflects the development currently taking place in the field of social sciences research to highlight the positive adaptation of minority children and youth. It offers a succinct synthesis of where the field is and where it needs to go. It brings together an international group of leading researchers, and, in view of globalization and increased migration and immigration, it addresses what aspects of children and youth growing in ethnic minority families are universal across contexts and what aspects are

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more context-specific. The Handbook examines the individual, family, peers, and neighborhood/policy factors that protect children and promote positive adaptation. It examines the factors that support children's social integration, psychosocial adaptation, and external functioning. Finally, it looks at the mechanisms that explain why social adaptation occurs.

For years the gold standard in its field, the new Canadian edition of Educational Psychology continues that tradition of excellence with updated Canadian content and statistics, an enhanced layout, improved pedagogy, and fully integrated MyEducationLab media content. This fifth Canadian edition emphasizes Canada's multicultural context and provides information about reaching diverse learners with added content through the text. As well, the new "Diversity and Convergences" sections highlight the similarities and differences among students in today's classroom. An entire new chapter, "The Learning Sciences and Constructivism" explores the latest findings of modern views about education. Along with its new content, Educational Psychology continues to integrate foundational theories and recent research and demonstrates how to apply this knowledge in real life situations. It shows how and why students learn and the roles of educational professions in motivating and guiding learning. Point/Counterpoint

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boxes acknowledge controversies and prepare readers to make informed decisions. In maintaining its tradition of excellence, and enhancing its design and content, Educational Psychology, 5th Canadian Edition will remain the gold standard in the field. This conveniently organized resource book reflects the latest, most exciting ideas in literature focus units, reading/writing workshop, and thematic instruction. It provides step-by-step instructions for using fifty research based, classroom tested literacy strategies-encompassing reading, writing, listening, speaking, and visualizing-and for each, supportive material helps classroom teachers decide the when, why, and how of optimal use. A Categorical Index of strategies appears on the inside front cover, serving as a handy reference for classroom use, making strategy selection easier and more reliable. New instructional strategies such as interactive writing, story retelling, and word sorts have been included. A supplemental book to assist elementary school teachers in literacy and language arts. The 12th Edition of Educational Psychology maintains the lucid, jargon-free writing style for which the author is renowned, combined with a clear emphasis on educational psychology's practical relevance for teachers and students in classrooms. Written to look at teaching from the student's perspective and how students learn and retain information, the new edition continues to emphasize

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the educational implications and applications of research on child development, cognitive science, learning, motivation, teaching, assessment. It adds expanded coverage of the brain and neuroscience, the impact of technology, student diversity, as well as a new chapter devoted to Language Development, Language Diversity, and Immigrant Education (Ch 5). This text, known for its state of the art presentation of the field of educational psychology, is exceptionally applied and replete with examples, lesson segments, case studies, and practical ideas

Note: This is the loose-leaf version of Child and Adolescent Development and does not include access to the Enhanced Pearson eText. To order the Enhanced Pearson eText packaged with the loose-leaf version, use ISBN 0133831515 . Child and Adolescent Development takes a chronological approach to the study of child development, with an applied focus. Authors Anita Woolfolk and Nancy Perry describe the characteristics and the developmental milestones of the major developmental periods -- infancy and toddlerhood, early childhood, middle childhood, and adolescence -- and discuss the implications and applications of research in child development. The text provides reliable and practical guidelines to help prospective teachers and other professionals working with children to recognize typical and atypical

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development and to support the development of children and adolescents in positive ways. The Enhanced Pearson eText features embedded video, video analysis exercises, and assessments. Improve mastery and retention with the Enhanced Pearson eText* The Enhanced Pearson eText provides a rich, interactive learning environment designed to improve student mastery of content. The Enhanced Pearson eText is: Engaging. The new interactive, multimedia learning features were developed by the authors and other subject-matter experts to deepen and enrich the learning experience. Convenient. Enjoy instant online access from your computer or download the Pearson eText App to read on or offline on your iPad® and Android® tablet.* Affordable. Experience the advantages of the Enhanced Pearson eText along with all the benefits of print for 40% to 50% less than a print bound book. *The Enhanced eText features are only available in the Pearson eText format. They are not available in third-party eTexts or downloads. *The Pearson eText App is available on Google Play and in the App Store. It requires Android OS 3.1-4, a 7" or 10" tablet, or iPad iOS 5.0 or later. From reviews of the First Edition: "[W]ell written with a clear focus on the undergraduate audience, it covers a wide range of relevant topics that undergraduates are interested in, it makes human development theories accessible to undergraduates, and it integrates multiple cultural

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lenses ... I absolutely love it compared to the other options on the market in this field ." -- Michelle Tichy, University of Northern Iowa "The writing style is excellent! ...The Introductory 'What would you do' scenarios are great for stimulating critical thinking at the beginning of the class discussions. . . .

'Connecting with Children' sections provide helpful guidelines for teachers, families and other professionals. . . . [The text makes an] intentional effort to cover diversity and culture." -- Winnie Mucherah, Ball State University "One of the reasons I changed to this text was the very clear and interesting writing style. I found myself absorbed in the information even though I have been using these types of texts for decades. The level is appropriate for the students. In addition, if a topic is introduced, it is presented in some depth. . . . There is a great deal of material on practical considerations related to parenting and teaching as well as to cross-cultural issues and diversity. Topics are covered thoroughly and related to one another. I also like the layout of the material in terms of how it appears on the page, ease of reading the print, etc." -- Sandra Twardosz, University of Tennessee, Knoxville

Addressing a key skill in reading, writing, and speaking, this comprehensive book is grounded in cutting-edge research on vocabulary development. It presents evidence-based instructional approaches for at-risk students, including English language

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learners and those with learning difficulties. Coverage ranges from storybook reading interventions for preschoolers to direct instruction and independent word-learning strategies for older students. Guidance is provided on using word lists effectively and understanding how word features influence learning. The book also reviews available vocabulary assessment tools and describes how to implement them in a response-to-intervention framework. This title is part of the What Works for Special-Needs Learners Series, edited by Karen R. Harris and Steve Graham.

Educational technologies are becoming more commonplace across the K-12 curriculum. In particular, the use of innovative digital technology is expanding the potential of arts education, presenting new opportunities—and challenges—to both curricular design and pedagogical practice. *Revolutionizing Arts Education in K-12 Classrooms through Technological Integration* brings together a variety of perspectives, research, and case studies that emphasize a pedagogical awareness of diverse learning styles, while highlighting issues of ethics and equality across the educational landscape. This timely publication is aimed at K-12 arts educators leading classrooms focusing on dance, drama, media, music, and the visual arts, as well as pre-service teachers, museum and gallery educators, policymakers, and designers of academic curricula.

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AN ESSENTIAL RESOURCE FOR STUDENT AND TEACHER CLARITY

With the ever-changing landscape of education, teachers and leaders often find themselves searching for clarity in a sea of standards, curriculum resources, and competing priorities. *Clarity for Learning* offers a simple and doable approach to developing clarity and sharing it with students. Are both teachers and students clear about what must be learned, why students are learning it, and how they can be successful? Are students able to determine their next steps in learning through quality feedback and assessment? Have teachers had the time and support to collaborate around clarity to ensure an aligned approach within your school system? This book offers five powerful practices that include: Gaining clarity Sharing clarity Feedback with clarity Assessing with clarity Collaborating with clarity In addition, the book is chock-full of examples from teachers and leaders across North America who have shared their journey, struggles, and successes to provide examples, exemplars, and models for readers to use to propel their own work forward. This is a don't-miss resource!

Educational Psychology is written to show how information and ideas drawn from research in educational psychology can be applied to solve the everyday problems of teaching. The Sixth Canadian Edition continues to emphasize the educational

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implications and applications of research on child development, cognitive science, learning, motivation, teaching, and assessment.

This ground-breaking collected volume features multiple voices from the field that, together, offer an extensive and balanced examination of the contemporary, historical, and philosophical influences that shape early childhood education and care in Canada today. Showcasing uniquely Canadian narratives, perspectives, and histories, the text provides a superb foundation in the key topics and approaches of the field, including Indigenous ways of knowing, holistic education, play, the nature of childhood, developmental approaches, and the impact of educational philosophers and theorists such as Rousseau and Dewey. The authors discuss current and reimagined themes such as children's rights, diversity and inclusion, multimodality, ecology, and Indigenous education in the context of the Truth and Reconciliation Commission. Featuring chapters by academics from across Canada that explore the field's history and future, as well as guiding questions to support reader engagement, *Early Years Education and Care in Canada* is a fundamental resource for students, academics, practitioners, and policymakers in early childhood education and care.

The *Education of Selves* examines the ways in which psychological theories, research, and

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interventions employed in American and Canadian schools during the last half of the twentieth century changed our understanding of students and fueled a backlash against what many have come to regard as a self-absorbed generation of young people.

Jump start your roles as "learning leader" and "lead learner!" Designed for leaders to learn and lead within the "middle space" between the seemingly opposing dynamics of district expectations and practitioner experience, this book advances the concept of the school as a learning organization. This innovative perspective guides leaders through an intentional, deliberate learning process to develop intelligent, responsive leadership practice. Using stories, strategies, and tools, the authors Explain the power of "purposeful practice" as a methodology for getting better Show how to build the requisite capacities to lead effectively via "influence" Describe how to turn adaptive challenges into leadership inquiries for growth "This important work demonstrates and reinforces the idea that continuous improvement can only come from deep, intentional, focused, and hard work on the part of everyone within an organization. While the examples are rooted within schools and school districts, this work is applicable to any organization that seeks meaningful and specific improvement in their results. This is a must-read for leaders!" —Lynn Macan University at Albany - SUNY, Albany, NY

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This title is a Pearson Global Edition. The Editorial team at Pearson has worked closely with educators around the world to include content which is especially relevant to students outside the United States. For Introduction to Educational Psychology courses. Forty-four easy-to-read modules facilitate students' learning and retention In clear and jargon-free prose, Educational Psychology: Active Learning Edition, 14th Edition, explains and illustrates educational psychology's practical relevance for teachers and learners. Theory and practice are considered together, showing how research on child development, learning, cognition, motivation, instruction, and assessment can be applied to solve the everyday problems of teaching. The 14th Edition offers a state-of-the-art presentation of the field of educational psychology, with new and expanded coverage of important topics like the brain, neuroscience, and teaching; the impact of technology and virtual learning environments on the lives of students and teachers; and diversity in today's classrooms. MyLab Education is not included. Students, if MyLab Education is a recommended/mandatory component of the course, please ask your instructor for the correct ISBN. MyLab Education should only be purchased when required by an instructor. Instructors, contact your Pearson representative for more information. Reach every student by pairing this text with MyLab

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Education MyLab(tm) is the teaching and learning platform that empowers you to reach every student. By combining trusted author content with digital tools and a flexible platform, MyLab personalizes the learning experience and improves results for each student. MyLab Education helps students bridge the gap between theory and practice - better preparing them for success in their future endeavors.

Teacher Motivation: Theory and Practice provides a much needed introduction to the current status and future directions of theory and research on teacher motivation. Although there is a robust literature covering the theory and research on student motivation, until recently there has been comparatively little attention paid to teachers. This volume draws together a decade of work from psychological theorists and researchers interested in what motivates people to choose teaching as a career, what motivates them as they work with students in classrooms, the impact of intrinsic and extrinsic forces on career experiences, and how their motivational profiles vary at different stages of their career. With chapters from leading experts on the topic, this volume provides a critical resource not only for educational psychologists, but also for those working in related fields such as educational leadership, teacher development, policy makers and school psychology.

It's not what you do, it's how you think about what

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you do. A must-have resource for any educator working toward student achievement at ever-higher levels, *10 Mindframes for Leaders: The VISIBLE LEARNING® Approach to School Success* brings the mindframes of ten world-renowned educators to life. Each chapter, written by a different thought leader, details a mindframe at the heart of successful school leadership. It includes:

- The most current, up-to-date findings from the Visible Learning research, including the factors from Visible Learning that support each mindframe
- Practical ideas for leaders to implement high-impact strategies in classrooms and schools
- Resources to help educators clarify and refine their own mindframes

The *Journal of School Leadership* is broadening the conversation about schools and leadership and is currently accepting manuscripts. We welcome manuscripts based on cutting-edge research from a wide variety of theoretical perspectives and methodological orientations. The editorial team is particularly interested in working with international authors, authors from traditionally marginalized populations, and in work that is relevant to practitioners around the world. Growing numbers of educators and professors look to the six bimonthly issues to: deal with problems directly related to contemporary school leadership practice teach courses on school leadership and policy use as a quality reference in writing articles about school

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leadership and improvement.

Public education has expanded to serve large populations across the regions of Africa, the Caribbean, and the Middle East. Many nations in these regions are moving into a phase of public education in which a variety of factors are being identified as influencing the quality of public education and its ability to serve all children and adolescents. It has become evident that ethnic background, gender, religious affiliation, and ability/disability are important factors in who is served and how well the individual is served. The chapters in this volume, Book 8, of *Research on Education in Africa, the Caribbean, and the Middle East* document and describe the status, success, and limitations of public education's efforts at transformation. They provide points from which further research and practice might occur.

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emphasize the applications of research on child development, on learning and cognition, on motivation, and on instruction and assessment. At the same time the text has long been counted on for its state of the art presentation of the field of educational psychology, and this edition continues that tradition with new and expanded coverage of important topics like the brain and neuroscience, the impact of technology on the lives and learning of students, and student diversity. The Enhanced Pearson eText features embedded video. Improve mastery and retention with the Enhanced Pearson eText* The Enhanced Pearson eText provides a rich, interactive learning environment designed to improve student mastery of content. The Enhanced Pearson eText is: Engaging. The new interactive, multimedia learning features were developed by the authors and other subject-matter experts to deepen and enrich the learning experience. Convenient. Enjoy instant online access from your computer or download the Pearson eText App to read on or offline on your iPad® and Android® tablet.* Affordable. The Enhanced Pearson eText may be purchased stand-alone or with a loose-leaf version of the text for 40-65% less than a print bound book. * The Enhanced eText features are only available in the Pearson eText format. They are not available in third-party eTexts or downloads. *The Pearson eText App is available on Google Play and in the App

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Store. It requires Android OS 3.1-4, a 7" or 10" tablet, or iPad iOS 5.0 or later. 0133385698 / 9780133385694 Educational Psychology: Active Learning Edition Plus Video-Enhanced Pearson eText -- Access Card Package Package consists of: 0133091074 / 9780133091076 Educational Psychology: Active Learning Edition 0133395707 / 9780133395709 Educational Psychology: Active Learning Edition, Video-Enhanced Pearson eText -- Access Card From reviews of the book: "I polled my students . . . and the vast majority actually liked the textbook (which is rare). They find it easy to read, interesting and engaging. . . . This textbook's major strengths are its cognitive perspective, its readability, and the fact that it puts into practice some of the information-processing strategies that it teaches as effective ways to process information. . . ."

--Elizabeth Pemberton, University of Delaware "[T]he text is written in a . . . conversational style that invites students to actively explore complex questions about teaching and learning. It is well-organized, supported with visual aids, and various learning tools, such as guidelines, reflection activities, and cases presenting opposing viewpoints. Most importantly, the text is informed and well supported by contemporary scholarship in the field of educational psychology." --Alina Reznitskaya, Montclair State University

This text goes beyond traditional leadership or

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supervision books and assumes that teachers and principals must work as colleagues to improve teaching and learning in schools. This is the first text of its kind, written for principals and other instructional leaders to help them understand current theories of teaching and learning as well as the practical curriculum applications of these perspectives. "The greatest strength of the Woolfolk Hoy text is the focus on instruction and developing leaders devoted to nurturing learner-centered campuses and classrooms." "Dr. Steve Jenkins -- University of Texas of the Permian Basin" "This text provides my students with a base of knowledge regarding exemplary instructional strategies as well as an illustration of what constitutes good teaching." "Robert J. Supku -- Rider University" New to this edition: New Feature--A Principal's Perspective describes the experiences of an actual principal in dealing with a problem of practice related to the ideas and concepts of that particular chapter. New Point/Counterpoints have been added to each chapter to illustrate the complexity of the issues facing instructional leaders. New Research--over 200 new studies and analyses enrich the examination of the crucial topics in this text. New Coverage of NCLB--the impact of recent legislation is discussed throughout the text. New Standards Matrix connects chapter content with the ISLLC standards for easy reference. Please visit our

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Educational Leadership SuperSite at www.ablongman.com/edleadership for additional course materials!

Educational Psychology is written to show how information and ideas drawn from research in educational psychology can be applied to solve the everyday problems of teaching. The seventh Canadian 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 examination 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, and technology.

Addresses topics in educational psychology from a semiotic or sign-based perspective rather than a behavioural one. This book presents an argument that teachers must rely on signs of all kinds to understand students and to survive as teachers. It discusses the nature of the sign and its basis in semiotics, and its use in classroom management. Crisis Intervention takes into account various environments and populations across the lifespan to provide students with practical guidelines for managing crises. Drawing on over 25 years of relevant experience, authors Alan A. Cavaiola and Joseph E. Colford cover several different types of crises frequently encountered by professionals in medical, school,

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work, and community settings. Models for effectively managing these crises are presented along with the authors' own step-by-step approach, the Listen–Assess–Plan–Commit (LAPC) model, giving students the freedom to select a model that best fits their personal style or a given crisis. Future mental health professionals will gain the knowledge, skills, and confidence to help their clients manage the crises they will encounter in their day-to-day lives.

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This book highlights current knowledge, best practices, new opportunities, and difficult challenges associated with promoting emotional intelligence (EI) and social-emotional learning (SEL) in educational settings. The volume provides analyses of contemporary EI theories and measurement tools, common principles and barriers in effective EI and SEL programming, typical and atypical developmental considerations, and higher-level institutional and policy implications. It also addresses common critiques of the relevance of EI and discusses the need for greater awareness of sociocultural contexts in assessing and nurturing EI skills. Chapters provide examples of effective EI and SEL programs in pre-school, secondary school, and university contexts, and explore innovative applications of EI such as bullying prevention and athletic training. In addition, chapters explore the implications of EI in postsecondary, professional, and occupational settings, with topics ranging from college success and youth career readiness to EI training for future educators and organizational leaders. Topics featured in this book include: Ability and trait EI and their role in coping with stress, academic attainment, sports performance, and career readiness. Implications of preschoolers' emotional competence for future success in the classroom. Understanding EI in individuals with exceptionalities. Applications of school-based EI and SEL

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programs in North America and Europe. Policy recommendations for social-emotional development in schools, colleges and universities. Developing emotional, social, and cognitive competencies in managers during an MBA program. Emotional intelligence training for teachers. Cross-cultural perspective on EI and emotions. Emotional Intelligence in Education is a must-have resource for researchers, professionals, and policymakers as well as graduate students across such disciplines as child and school psychology, social work, and education policy. Chapter 2 of this book is available open access under a Creative Commons Attribution 4.0 International License at link.springer.com

This book will change the way you think about problems. It focuses on creating solutions to all sorts of complex problems by taking a practical, problem-solving approach. It discusses not only what needs to be done, but it also provides guidance and examples of how to do it. The book applies systems thinking to systems engineering and introduces several innovative concepts such as direct and indirect stakeholders and the Nine-System Model, which provides the context for the activities performed in the project, along with a framework for successful stakeholder management. A list of the figures and tables in this book is available at

<https://www.crcpress.com/9781138387935>. FEATURES •

- Treats systems engineering as a problem-solving methodology
- Describes what tools systems engineers use and how they use them in each state of the system lifecycle
- Discusses the perennial problem of poor requirements, defines the grammar and structure of a requirement, and provides a template for a good imperative construction statement and the requirements for writing requirements
- Provides examples of bad and questionable requirements and explains the reasons why they are bad and questionable

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- Introduces new concepts such as direct and indirect stakeholders and the Shmemp!
- Includes the Nine-System Model and other unique tools for systems engineering

"Coaching supports teacher development and puts teachers' needs at the heart of professional learning by individualizing their learning and by positioning them as professionals. With many different models available, administrators may find it challenging to determine the kind of coaching that best fits the needs of schools, teachers, and students. This fresh new resource brings together the voices of recognized experts in the field including Joellen Killion, Cathy Toll, Jane Ellison, Randy Sprick, Jane Kise, Karla Reiss, Lucy West, and Jim Knight to present unique approaches for coaching teachers and leaders. Comprehensive chapters review the roles of coaches in schools, examine the research base on coaching, and provide in-depth discussions of specific approaches to coaching, including: Literacy coaching; Cognitive coaching; Instructional coaching; Content-focused coaching; Classroom management; Leadership coaching. Coaching helps readers make more informed choices about a range of coaching approaches to best serve the unique needs of their teachers and schools."--Publisher's website.

A groundbreaking integrated approach to reading assessment that addresses each child's unique Learning Profile Fifteen to twenty percent of our nation's children have reading difficulties. Educational evaluators must be able to use progress monitoring and diagnostic tools effectively to identify students who may be at risk, evaluate the effectiveness of school-wide reading programs, and suggest interventions that will improve reading skills. Written from a strengths-based perspective, *Reading Assessment: Linking Language, Literacy, and Cognition* is the first book of its kind to present a research-based, integrated review of reading, cognition, and oral language testing and assessment. Author

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Melissa Lee Farrall explores the theoretical underpinnings of reading, language, and literacy, explains the background of debates surrounding these topics, and provides detailed information and administration tips on the wide range of reading inventories and standardized tests that may be used in a reading psychoeducational assessment. With a focus on how to craft professional evaluation reports that illuminate a student's strengths—not just weaknesses—Reading Assessment enables school psychologists and diagnosticians, reading specialists, and special education professionals to conduct evaluations and develop effective interdisciplinary remedial recommendations and interventions. Clear, engaging, and inviting, Reading Assessment features: Case examples and practice exercises Chapter-opening reviews of each theory Strengths, weaknesses, and potential problems of tests and their interpretations Chapter-ending review questions that foster skill development and critical thinking Comprehensive information on more than 50 different assessment tests Reading Assessment is an invaluable resource that helps professionals gain the knowledge and skills to confidently interpret test results and prepare detailed and effective evaluation reports designed to meet each child's unique needs as a learner.

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