

<p>Chapter 1 - Accountability -</p>	<p>The process of requiring learners to demonstrate that they possess specified knowledge and skills as demonstrated by standardized measures and making teachers responsible for student performance.</p>
<p>Chapter 1 - Action Research -</p>	<p>A form of applied research designed to answer a specific school - or classroom - related question.</p>
<p>Chapter 1 - Correlation Research -</p>	<p>The process of looking for relationships between two or more variables that enables researchers to predict changes in one variable on the basis of changes in another variable without implying a cause - effect relationship between the variables.</p>
<p>Chapter 1 - Descriptive Research -</p>	<p>Research that uses interviews, observations, and surveys to describe opinions, attitudes, and events</p>
<p>Chapter 1 - Experimental Research -</p>	<p>Research that systematically manipulates variables in attempts to determine cause and effect.</p>
<p>Chapter 1 - General Pedagogical Knowledge -</p>	<p>The type of professional knowledge that involves an understanding of general principles of instruction and classroom management that transcends individual topics or subject matter areas</p>

<p>Chapter 1 - Pedagogical Content Knowledge -</p>	<p>An understanding of effective teaching methods for a specific content area, as well as an understanding of what makes specific topics easy or hard to learn.</p>
<p>Chapter 1 - Random Assignment –</p>	<p>A process used to ensure that an individual has an equal likelihood of being assigned to any group within a study.</p>
<p>Chapter 1 - Reflective Practice -</p>	<p>The process of conducting a critical self - examination of one’s teaching.</p>
<p>Chapter 1 - Reforms -</p>	<p>Suggested changes in teaching and teacher preparation intended to increase the amount students learn.</p>
<p>Chapter 1 - Research -</p>	<p>The process of systematically gathering information in an attempt to answer questions.</p>
<p>Chapter 1 - Technician -</p>	<p>Someone who uses specific skills to complete a well-defined task.</p>

<p>Chapter 1 - Theory</p>	<p>A set of related principles derived from observations that are used to explain additional observations and make predictions.</p>
<p>Chapter 2 - Accommodation</p>	<p>A form of adaptation in which an existing scheme is modified and a new one is created in response to experience.</p>
<p>Chapter 2 - Adaptation -</p>	<p>The process of adjusting schemes and experiences to each other to maintain equilibrium.</p>
<p>Chapter 2 - Assimilation -</p>	<p>A form of adaptation in which an experience in the environment is incorporated into an existing scheme.</p>
<p>Chapter 2 - Axon -</p>	<p>Components of neurons that transmit outgoing messages to other neurons.</p>
<p>Chapter 2 - Centration -</p>	<p>The tendency to focus on the most perceptually obvious aspect of an object or event, neglecting other important aspects.</p>
<p>Chapter 2 - Classification -</p>	<p>The process of grouping objects on the basis of a common characteristic.</p>

<p>Chapter 2 - Conservation -</p>	<p>The idea that the “amount” of some substance stays the same regardless of its shape or the number of pieces into which it is divided.</p>
<p>Chapter 2 - Dendrites -</p>	<p>Branchlike structures within neurons, extending from the cell body and receiving messages from other neurons</p>
<p>Chapter 2 - Development –</p>	<p>The orderly, adaptive changes in learners that result from a combination of experience, learning, and maturation.</p>
<p>Chapter 2 - Egocentrism -</p>	<p>The tendency to believe that other people look at the world as the individual does.</p>
<p>Chapter 2 - Equilibrium -</p>	<p>A state of being able to explain new experiences by using existing schemes</p>
<p>Chapter 2 - Holophrases -</p>	<p>One - and two - word utterances that carry as much meaning for the child as complete sentences.</p>
<p>Chapter 2 - Language Acquisition Device (LAD) -</p>	<p>A genetic set of language processing skills that enables children to understand and use the rules governing speech.</p>

<p>Chapter 2 - Maturation -</p>	<p>Genetically controlled, age - related changes in individuals.</p>
<p>Chapter 2 - Nativist Theory -</p>	<p>A theory of language acquisition suggesting that all humans are “wired” to learn language and that exposure to language triggers this development.</p>
<p>Chapter 2 - Neuron -</p>	<p>Nerve cells composed of cell bodies, dendrites, and axons, which make up the learning capability of the brain</p>
<p>Chapter 2 - Object Permanence -</p>	<p>The understanding that objects have a permanent existence separate from the self.</p>
<p>Chapter 2 - Organization -</p>	<p>The conceptual process of clustering items of content into categories that illustrate relationships.</p>
<p>Chapter 2 - Overgeneralization -</p>	<p>A speech pattern that occurs when a child uses a word to refer to a broader class of objects than is appropriate.</p>
<p>Chapter 2 - Private Speech -</p>	<p>Self - Talk that guides thinking and action.</p>

<p>Chapter 2 - Reversibility -</p>	<p>The ability to mentally trace a process, such as lengthening a row, back to its original state.</p>
<p>Chapter 2 - Scaffolding -</p>	<p>Assistance that helps children complete tasks they cannot complete independently.</p>
<p>Chapter 2 - Schemes -</p>	<p>Actions or mental operations that represent our constructed understanding of the world.</p>
<p>Chapter 2 - Seriation -</p>	<p>The ability to order objects according to increasing or decreasing length, weight, or volume.</p>
<p>Chapter 2 - Social Experience -</p>	<p>The process of interacting with others.</p>
<p>Chapter 2 - Sociocultural Theory of Development -</p>	<p>A theory that emphasizes the influence of social interactions and language, embedded within a cultural context, on development.</p>
<p>Chapter 2 - Synapses -</p>	<p>The tiny spaces across which messages are transmitted from one neuron to another.</p>

<p>Chapter 2 - Transformation -</p>	<p>The ability to mentally record the process of moving from one state to another.</p>
<p>Chapter 2 - Transitivity</p>	<p>The ability to infer a relationship between two objects based on knowledge of their relationship with a third object.</p>
<p>Chapter 2 - Undergeneralization -</p>	<p>A speech pattern that occurs when a child uses a word too narrowly.</p>
<p>Chapter 2 - Zone of Proximal Development -</p>	<p>A range of tasks that an individual cannot yet do alone but can accomplish when assisted by a more skilled partner.</p>
<p>Chapter 3 - Autonomous Morality -</p>	<p>A stage of moral development characterized by the belief that fairness and justice is the reciprocal process of treating others as they would want to be treated.</p>
<p>Chapter 3 - Collective Self - Esteem –</p>	<p>Individuals' perceptions of the relative worth of the groups to which they belong.</p>

Chapter 3 - Crisis -	A psychosocial challenge that presents opportunities for development.
Chapter 3 - Emotional Intelligence -	The ability to understand emotions in ourselves and others.
Chapter 3 - Empathy -	The ability to experience the same emotion someone else is feeling.
Chapter 3 - External Morality -	A stage of moral development in which individuals view rules as fixed and permanent and enforced by authority figures.
Chapter 3 - Guilt -	The uncomfortable feeling people get when they know they've caused distress for someone else.
Chapter 3 - Identity -	Individuals' sense of self, who they are, what their existence means, and what they want in life.

Chapter 3 - Punishment - Obedience -	A stage of moral reasoning in which conclusions are based on the chances of getting caught and being punished.
Chapter 3 - Self - Concept -	Individuals' cognitive assessment of their physical, social, and academic competence.
Chapter 3 - Self - Esteem -	An emotional reaction to, or an evaluation of, the self.
Chapter 3 - Sexual Identity -	Students' self - constructed definition of who they are with respect to gender and orientation.
Chapter 3 - Sexual Orientation -	The gender to which and individual is romantically and sexually attracted.

Chapter 3 - Shame -	The painful emotion aroused when people recognize that they have failed to act or think in ways they believe are good.
Chapter 3 - Social Conventions -	The rules and expectations of a particular group or society.
Chapter 3 - Social Contract -	A stage of moral reasoning which conclusions are based on socially agreed - upon principles.
Chapter 3 - Temperament -	The relatively stable inherited characteristic that influence the way we respond to social and physical stimuli.

<p>Chapter 3 - Universal Principles -</p>	<p>A stage of moral reasoning in which conclusions are based on abstract and general principles that are independent of society's laws and rules.</p>
<p>Chapter 4 - Ability Grouping -</p>	<p>The process of placing students of similar abilities together and attempting to match instruction to the needs of these groups.</p>
<p>Chapter 4 - Basic Interpersonal Communication Skills -</p>	<p>A level of proficiency in English that allows students to interact conversationally with their peers.</p>
<p>Chapter 4 - Bidialecticism -</p>	<p>The ability to switch back and forth between a dialect and standard English.</p>
<p>Chapter 4 - Cognitive Academic Language Proficiency -</p>	<p>A level of proficiency in English that allows students to handle demanding learning tasks with abstract concepts.</p>
<p>Chapter 4 - Cultural Inversion -</p>	<p>The tendency of members of cultural minorities to reject certain attitudes, values, and forms of behavior because they conflict with their own cultural values.</p>

<p>Chapter 4 - Culture -</p>	<p>The knowledge, attitudes, values, and customs that characterize a social group.</p>
<p>Chapter 4 - Dialect -</p>	<p>A variation of standard English that is distinct in vocabulary, grammar, or pronunciation.</p>
<p>Chapter 4 - ELL Pullout Programs -</p>	<p>Programs for English language learner students who receive most of their instruction in regular classrooms but are also pulled out for extra help in both English language development and classroom content.</p>
<p>Chapter 4 - Ethnicity -</p>	<p>A person's ancestry and the way individuals identify with the nation from which they or their ancestors came.</p>
<p>Chapter 4 - Gender - Role Identity Differences -</p>	<p>Beliefs about appropriate characteristics and behaviors of the two sexes.</p>
<p>Chapter 4 - Immersion -</p>	<p>A language - instruction approach that requires all instruction and communication to be in that language.</p>

<p>Chapter 4 - Intelligence -</p>	<p>The ability to acquire knowledge, the capacity to think and reason in the abstract, and the ability to solve novel problems.</p>
<p>Chapter 4 - Joplin Plan -</p>	<p>Homogeneous grouping in reading, combined with heterogeneous grouping in other areas.</p>
<p>Chapter 4 - Learning Styles -</p>	<p>Students' personal approaches to learning, problem solving, and processing information.</p>
<p>Chapter 4 - Maintenance ELL Programs -</p>	<p>Programs for English language learner students that build on students' native language by teaching in both their language and English.</p>
<p>Chapter 4 - Nature View of Intelligence -</p>	<p>The assertion that intelligence is essentially determined by genetics.</p>
<p>Chapter 4 - Nurture View of Intelligence -</p>	<p>The assertion that emphasizes the influence of the environment on intelligence.</p>

<p>Chapter 4 - Resilience -</p>	<p>A learner characteristic that, despite adversity, raises the likelihood of success in school and later in life.</p>
<p>Chapter 4 - Sheltered English -</p>	<p>An approach to teaching ELL students in academic classrooms that modifies instruction to assist learners in acquiring content.</p>
<p>Chapter 4 - Socioeconomic Status –</p>	<p>The combination of income, occupation, and level of education that describes the relative standing in society of a family or individual.</p>
<p>Chapter 4 - Students Placed At Risk -</p>	<p>Learners in danger of failing to complete their education with the skills necessary to survive in a modern technological society.</p>
<p>Chapter 4 - Tracking -</p>	<p>Placing students in different classes or curricula on the basis of achievement.</p>
<p>Chapter 4 - Transitional ELL Programs –</p>	<p>English language learner programs that attempt to use students' native language as an instructional aid until students become proficient in English.</p>

<p>Chapter 6 - Antecedents -</p>	<p>Stimuli that precede and signal or induce behaviors.</p>
<p>Chapter 6 - Applied Behavior Analysis –</p>	<p>The process of systematically applying the principles of behaviorism to change student behavior.</p>
<p>Chapter 6 - Behaviorism -</p>	<p>A theory that explains learning in terms of observable behaviors based on the influence of environmental stimuli.</p>
<p>Chapter 6 - Classical Conditioning -</p>	<p>A type of learning that occurs when an individual learns to produce an involuntary emotional or physiological response similar to an instinctive or reflexive response.</p>
<p>Chapter 6 - Cognitive Behavior Modification -</p>	<p>A procedure that combines behavioral and cognitive learning principles to help learners change their behavior through self - talk and self - instruction.</p>
<p>Chapter 6 - Cognitive Modeling -</p>	<p>The process of incorporating modeled demonstrations together with verbalization of the model's thought and reasons for performing the given actions.</p>

<p>Chapter 6 - Conditioned Response -</p>	<p>A learned physiological or emotional response that is similar to the unconditioned response.</p>
<p>Chapter 6 - Conditioned Stimulus -</p>	<p>An object or event that becomes associated with the unconditioned stimulus.</p>
<p>Chapter 6 - Consequences -</p>	<p>Outcomes (stimuli) that occur after behaviors and influence the probability of the behavior recurring.</p>
<p>Chapter 6 - Continuous Reinforcement Schedule –</p>	<p>A reinforcement schedule in which every behavior is reinforced.</p>
<p>Chapter 6 - Desists -</p>	<p>Verbal or nonverbal communications teachers use to stop a behavior.</p>
<p>Chapter 6 - Discrimination -</p>	<p>The process that occurs when a person gives different response to similar but not identical stimuli.</p>

<p>Chapter 6 - Extinction (Classical Conditioning) -</p>	<p>The disappearance of a conditioned response as the result of the conditioned stimulus occurring repeatedly in the absence of the unconditioned stimulus.</p>
<p>Chapter 6 - Extinction (Operant Conditioning) -</p>	<p>The disappearance of a behavior that results from lack of reinforcement.</p>
<p>Chapter 6 - Functional Analysis –</p>	<p>The strategy used to identify the antecedents and consequences that control a behavior.</p>
<p>Chapter 6 - Generalization -</p>	<p>The process that occurs when stimuli similar, but not identical, to a conditioned stimulus elicit the conditioned response by themselves.</p>
<p>Chapter 6 - Inhibition -</p>	<p>A self - imposed restriction on one's behavior.</p>
<p>Chapter 6 - Intermittent Reinforcement Schedule -</p>	<p>A reinforcement schedule in which some but not all behaviors are reinforced.</p>

<p>Chapter 6 - Interval Schedules -</p>	<p>An intermittent reinforcement schedule in which behaviors are reinforced after a certain predictable interval (fixed) or unpredictable interval (variable) of time has elapsed.</p>
<p>Chapter 6 - Learning (Behaviorist) -</p>	<p>According to behaviorism, a relatively enduring change in observable behavior that occurs as a result of experience.</p>
<p>Chapter 6 - Learning (Cognitive) -</p>	<p>A change in mental processes that creates the capacity to demonstrate different behaviors, which may or may not result in immediate behavioral change.</p>
<p>Chapter 6 - Modeling -</p>	<p>Behavioral, cognitive, and affective changes deriving from observing one or more models.</p>
<p>Chapter 6 - Negative Reinforcement -</p>	<p>The process of increasing behavior by avoiding or removing an aversive stimulus.</p>
<p>Chapter 6 - Operant Conditioning -</p>	<p>A form of learning in which an observable response changes in frequency or duration as a result of a consequence.</p>

Chapter 6 - Positive Reinforcement -	The process of increasing the frequency or duration of a behavior as the result of presenting a reinforcer.
Chapter 6 - Premack Principle -	The principle stating that a more - desired activity serves as a positive reinforcer for a less - desired activity.
Chapter 6 - Presentation Punishment -	A decrease in behavior that occurs when a stimulus (punisher) is presented.
Chapter 6 - Punishers -	Consequences that weaken behaviors or decrease the likelihood of them recurring.
Chapter 6 - Punishment -	The process of using punishers to decrease behavior.
Chapter 6 - Ratio Schedules -	An intermittent reinforcement schedule in which specific behaviors are reinforced, either predictably (fixed) or unpredictably (variable).

<p>Chapter 6 - Reciprocal Causation -</p>	<p>The description of the interdependence of the environment, behavior, and personal factors in learning.</p>
<p>Chapter 6 - Reinforcement -</p>	<p>The process of applying reinforcers to increase behavior.</p>
<p>Chapter 6 - Reinforcement Schedules -</p>	<p>Descriptions of the patterns in the frequency and predictability of reinforcers.</p>
<p>Chapter 6 - Satiation -</p>	<p>The process of using a reinforcer so frequently that it loses its potency - its ability to strengthen behaviors.</p>
<p>Chapter 6 - Reinforcer -</p>	<p>A consequence (stimulus) that increases the likelihood of a behavior recurring.</p>
<p>Chapter 7 - Working Memory -</p>	<p>The conscious part of our information processing system; the memory store that holds information as people process it.</p>

<p>Chapter 7 -Sensory Memory-</p>	<p>The memory store that briefly holds stimuli from the environment until they can be processed</p>
<p>Chapter 7 - Scripts -</p>	<p>Schema representations for events, providing plans for action in particular situations.</p>
<p>Chapter 7 - Schemas -</p>	<p>Actions or mental operations that represent our constructed understanding of the world</p>
<p>Chapter 7 - Retrieval -</p>	<p>The process of pulling information from long - term memory into working memory for further processing.</p>
<p>Chapter 7 - Rehearsal -</p>	<p>The process of repeating information over and over, either aloud or mentally, without altering its form.</p>
<p>Chapter 7 - Procedural Knowledge -</p>	<p>Knowledge of how to perform tasks.</p>

Chapter 7 - Perception -	The process people use to find meaning in stimuli.
Chapter 7 - Organization -	The essential teaching skill that includes starting on time, preparing materials in advance, and establishing routines and procedures.
Chapter 7 - Mnemonic Devices -	Elaboration strategies that link knowledge to be learned to familiar information.
Chapter 7 - Metamemory -	Knowledge of and control over our memory strategies.
Chapter 7 - Metacognition -	The awareness of and control over one's own cognitive processes.
Chapter 7 - Meta - Attention -	Knowledge of and control over our ability to pay attention.

<p>Chapter 7 - Memory Stores -</p>	<p>Repositories that hold information in our information processing system.</p>
<p>Chapter 7 - Meaningfulness -</p>	<p>The extent to which individual elements of a schema are interconnected.</p>
<p>Chapter 7 - Long - Term Memory -</p>	<p>The permanent information store in our information processing system.</p>
<p>Chapter 7 - Learning -</p>	<p>A change in people's mental structures that creates the capacity to demonstrate different behaviors.</p>
<p>Chapter 7 - Interference -</p>	<p>The loss of information because something learned either before or after detracts from understanding.</p>
<p>Chapter 7 - Information processing -</p>	<p>A theory of learning that explains how stimuli that enter our memory systems are selected and organized for storage and are retrieved from memory.</p>

Chapter 7 - Imagery -	The process of forming mental pictures.
Chapter 7 - Forgetting -	The loss of, or inability to retrieve, information from memory.
Chapter 7 - Feedback -	Information about existing understanding that is used to enhance future understanding.
Chapter 7 - Encoding -	The process of representing information in long - term memory.
Chapter 7 - Elaboration -	The process of increasing the meaningfulness of information by creating additional links in existing knowledge or by adding new information.
Chapter 7 - Dual - Coding Theory -	A theory suggesting that long - term memory contains two distinct memory systems: one for verbal information and one that stores images.

<p>Chapter 7 - Cognitive Learning Theories -</p>	<p>Explanations for learning that focus on changes in mental processes and constructs that occur as a result of people's efforts to make sense of the world.</p>
<p>Chapter 7 - Chunking -</p>	<p>The process of mentally combining separate items into larger, more meaningful units.</p>
<p>Chapter 7 - Automaticity -</p>	<p>Performing mental operations with little awareness or conscious effort.</p>
<p>Chapter 7 - Attention -</p>	<p>The process of consciously focusing on a stimulus.</p>
<p>Chapter 7 - Analogies -</p>	<p>Descriptions of relationships that are similar in some but not all respects.</p>

<p>Chapter 8 - Constructivism -</p>	<p>A view of learning suggesting that learners can create their own knowledge of the topics they study rather than having that knowledge transmitted to them by some other source.</p>
<p>Chapter 8 - Social Constructivism -</p>	<p>A form of constructivism suggesting that learners first construct knowledge in a social context and then appropriate and internalize it.</p>
<p>Chapter 8 - Sociocultural Theory -</p>	<p>While still emphasizing the social dimensions of learning, this theory places greater emphasis on the larger cultural contexts in which learning occurs.</p>
<p>Chapter 8 - Community of Learners -</p>	<p>A learning environment in which the teacher and all the students work together to help everyone achieve.</p>
<p>Chapter 8 - Cognitive Apprenticeship -</p>	<p>Occurs when a less-skilled learner works at the side of an expert in developing complex cognitive skills , such as reading comprehension, writing, or problem solving.</p>
<p>Chapter 8 - Situated Cognition -</p>	<p>A view suggesting that learning is inherently social in nature and depends on, and cannot be separated from, the context in which it occurs.</p>

<p>Chapter 8 - Real-world (authentic) Task -</p>	<p>A learning activity that develops understanding similar to understanding that would be used outside the classroom.</p>
<p>Chapter 8 - Concepts -</p>	<p>Mental constructs that categorize sets of objects, events, or ideas.</p>
<p>Chapter 8 - Characteristics -</p>	<p>A concept's defining elements.</p>
<p>Chapter 8 - Prototype -</p>	<p>The best representative of a category or class.</p>
<p>Chapter 8 - Exemplars -</p>	<p>The most highly typical examples of a concept.</p>
<p>Chapter 8 - Concept Mapping -</p>	<p>A learning strategy in which learners construct visual relationships among concepts.</p>

<p>Chapter 8 - Network -</p>	<p>A concept map illustrating nonhierarchical relationships.</p>
<p>Chapter 8 - Informal Assessment -</p>	<p>The process of using students' comments and answers in learning activities to measure their understanding.</p>
<p>Chapter 8 - Formal Assessment -</p>	<p>The process of systematically gathering information about understanding from all learners.</p>
<p>Chapter 9 - Problem -</p>	<p>A state that occurs when a problem solver has a goal but lacks an obvious way of achieving the goal.</p>
<p>Chapter 9 - Well-defined Problem -</p>	<p>A problem that has only one correct solution and a certain method for finding the solution.</p>
<p>Chapter 9 - Ill-defined Problem -</p>	<p>A problem that has more than one acceptable solution, an ambiguous goal, and no generally agreed-upon strategy for reaching a solution.</p>

Chapter 9 - Algorithm -	A specific set of steps for solving a problem.
Chapter 9 - Heuristics -	General, widely applicable problem-solving strategies.
Chapter 9 - Means-ends Analysis -	A strategy that breaks the problem into sub-goals and works successively on each.
Chapter 9 - Drawing Analogies -	A strategy used to solve unfamiliar problems by comparing them with those already solved.
Chapter 9 - Experts -	Individuals who are highly skilled or knowledgeable in a given domain.
Chapter 9 - Worked examples -	Problems with complete solutions that provide students with one way of solving the problems.

<p>Chapter 9 - Problem-based Learning -</p>	<p>A teaching strategy that uses problems as the focus for developing content, skills, and self-direction.</p>
<p>Chapter 9 - Strategies –</p>	<p>Techniques to enhance performance on a learning task.</p>
<p>Chapter 9 - Metacognition -</p>	<p>The awareness of and control over one’s own cognitive processes.</p>
<p>Chapter 9 - Study Strategies -</p>	<p>Specific techniques students use to increase their understanding of written materials and teacher presentations.</p>
<p>Chapter 9 - Guided Notes -</p>	<p>Teacher-prepared handouts that “guide” students with cues and space available for writing key ideas and relationships.</p>
<p>Chapter 9 - Text Signals -</p>	<p>A strategy designed to capitalize on the organization of written materials.</p>

<p>Chapter 9 - Summarizing -</p>	<p>The process of preparing a concise description of verbal or written passages.</p>
<p>Chapter 9 - Comprehension Monitoring -</p>	<p>The process of checking to see if we understand what we have read or heard.</p>
<p>Chapter 9 - Elaborative Questioning -</p>	<p>The process of drawing inferences, identifying examples, and forming relationships in the material being studied.</p>
<p>Chapter 9 - Critical Thinking -</p>	<p>An individual's ability and inclination to make and assess conclusions based on evidence.</p>
<p>Chapter 9 - Belief Preservation -</p>	<p>The tendency to make evidence subservient to belief, rather than the other way around.</p>
<p>Chapter 9 - Component Skills -</p>	<p>The cognitive processes learners use to make and assess their conclusions.</p>

<p>Chapter 9 - Transfer -</p>	<p>The effect of previous learning on new learning or problem solving.</p>
<p>Chapter 9 - General Transfer -</p>	<p>The ability to apply knowledge or skills learned in one context in a broad range of different contexts.</p>
<p>Chapter 9 - Specific Transfer -</p>	<p>The ability to apply information in a context similar to the context in which it was originally learned.</p>
<p>Chapter 10 - Motivation -</p>	<p>A force that energizes, sustains, and directs behavior toward a goal.</p>
<p>Chapter 10 - Extrinsic Motivation -</p>	<p>Motivation to engage in an activity as a means to an end.</p>
<p>Chapter 10 - Intrinsic Motivation -</p>	<p>Motivation to be involved in an activity for its own sake.</p>

<p>Chapter 10 - Motivation to Learn -</p>	<p>Students' tendencies to find academic activities meaningful and worthwhile and to try to get the intended learning benefits from them.</p>
<p>Chapter 10 - Humanistic Psychology -</p>	<p>A school of thought viewing motivation as people's attempts to fulfill their total potential as human beings.</p>
<p>Chapter 10 - Deficiency Needs -</p>	<p>Needs that, when unfulfilled, energize people to meet them.</p>
<p>Chapter 10 - Growth Needs -</p>	<p>Needs that expand and increase as people have experiences with them.</p>
<p>Chapter 10 - Unconditional Positive Regard -</p>	<p>The belief that someone is innately worthy and acceptable regardless of their behavior.</p>
<p>Chapter 10 - Cognitive Theories of Motivation -</p>	<p>Theoretical explanations for motivation that focus on learners' beliefs, expectations, and needs for order, predictability, and understanding.</p>

<p>Chapter 10 - Expectancy x Value Theory -</p>	<p>A cognitive theory of motivation suggesting that people are motivated to engage in an activity to the extent that they expect to succeed <i>times</i> the value they place on the success.</p>
<p>Chapter 10 - Self-schemas -</p>	<p>Organized networks of information about ourselves.</p>
<p>Chapter 10 - Intrinsic Interest -</p>	<p>The characteristics of an activity that induce a person's willing involvement in it.</p>
<p>Chapter 10 - Importance -</p>	<p>The extent to which an activity allows people to confirm or disconfirm important aspects of their self-schemas.</p>
<p>Chapter 10 - Utility Value -</p>	<p>The perception that a topic or activity is or will be useful for meeting future goals, including career goals.</p>
<p>Chapter 10 - Cost -</p>	<p>The negative aspect of engaging in a task.</p>

<p>Chapter 10 - Affective Memories -</p>	<p>Past emotional experiences related to a topic or activity.</p>
<p>Chapter 10 - Self-efficacy -</p>	<p>A belief about one's own capability to organize and complete a course of action required to accomplish a specific task.</p>
<p>Chapter 10 - Goal -</p>	<p>An outcome an individual hopes to achieve.</p>
<p>Chapter 10 - Learning Goal -</p>	<p>A goal that focuses on mastery of a task, improvement, and increased understanding.</p>
<p>Chapter 10 - Performance Goal -</p>	<p>A goal that focuses on competence or ability and how it compares to the competence of others.</p>
<p>Chapter 10 - Performance-approach Goals -</p>	<p>Goals that emphasize looking competent and receiving favorable judgments from others.</p>

<p>Chapter 10 - Performance-avoidance Goals -</p>	<p>Goals that focus on avoiding looking incompetent and being judged unfavorably.</p>
<p>Chapter 10 - Entity View of Intelligence -</p>	<p>The belief that ability is stable and out of an individual's control.</p>
<p>Chapter 10 - Incremental View of Intelligence -</p>	<p>The belief that ability can be improved with effort.</p>
<p>Chapter 10 - Attribution Theory -</p>	<p>A cognitive theory of motivation that attempts to systematically describe learners' explanations for their successes and failures and how these influence motivation and behavior.</p>
<p>Chapter 10 - Learned Helplessness -</p>	<p>The general belief, based on past experiences, that one is incapable of accomplishing tasks and has little control of the environment.</p>
<p>Chapter 10 - Self-determination -</p>	<p>The process of deciding how to act on one's environment.</p>

<p>Chapter 10 - Competence -</p>	<p>The ability to function effectively in the environment.</p>
<p>Chapter 10 - Attributional Statements -</p>	<p>Comments teachers make about the causes of students' performances.</p>
<p>Chapter 10 - Autonomy -</p>	<p>Independence and an individual's ability to alter the environment when necessary.</p>
<p>Chapter 10 - Relatedness -</p>	<p>The feeling of being connected to others in one's social environment and feeling worthy of love and respect.</p>
<p>Chapter 10 - Self-worth -</p>	<p>An emotional reaction to or evaluation of the self.</p>
<p>Chapter 10 - Anxiety -</p>	<p>A general uneasiness and feeling of tension.</p>

<p>Chapter 11 - Learning-focused Environment -</p>	<p>A classroom environment that focuses on effort, continuous improvement, and understanding.</p>
<p>Chapter 11 - Performance-focused Environment -</p>	<p>A classroom environment that emphasizes high grades, public displays of ability, and performance compared to others.</p>
<p>Chapter 11 - Self-regulation -</p>	<p>The process of setting personal goals, together with the thought processes and behaviors that lead to reaching the goals.</p>
<p>Chapter 11 - Personal Teaching Efficacy -</p>	<p>A teacher's belief that he or she can get all students to succeed and learn regardless of their prior knowledge or ability.</p>
<p>Chapter 11 - High-collective-efficacy School -</p>	<p>A school where most of the teachers are high in personal teaching efficacy.</p>
<p>Chapter 11 - Caring -</p>	<p>Teachers' ability to empathize with and invest in the protection and development of young people.</p>

<p>Chapter 11 - Self-fulfilling Prophecy -</p>	<p>A phenomenon that occurs when a person's performance results from and confirms beliefs about his or her capabilities.</p>
<p>Chapter 11 - Positive Classroom Climate -</p>	<p>A classroom environment where the teacher and students work together as a community of learners to help everyone achieve as much as possible.</p>
<p>Chapter 11 - Order and Safety -</p>	<p>A climate variable intended to create a predictable learning environment that supports learner autonomy and a sense of physical and emotional security.</p>
<p>Chapter 11 - Task Comprehension -</p>	<p>Learners' awareness of what they are supposed to be learning and an understanding of why the task is important and worthwhile.</p>
<p>Chapter 11 - Personalization -</p>	<p>The process of using intellectually and/or emotionally relevant examples to illustrate a topic.</p>
<p>Chapter 11 - Involvement -</p>	<p>The extent to which students are actively participating in a learning activity.</p>

Chapter 11 - Open-ended Questions -	Questions for which a variety of answers are acceptable.
Chapter 12 - Productive Learning Environment -	A classroom that is orderly and focused on learning.
Chapter 12 - Classroom Management -	Teachers' strategies that create and maintain an orderly learning environment.
Chapter 12 - Discipline -	Teachers' responses to student misbehavior.
Chapter 12 - Cognitive Approach to Management -	An approach to classroom management that emphasizes the creation of an orderly classroom through the development of student understanding and responsibility.
Chapter 12 - Organization -	An essential teaching skill that includes starting on time, preparing materials in advance, and establishing routines and procedures.

Chapter 12 - Procedures –	Guidelines for accomplishing recurring tasks.
Chapter 12 - Rules -	Descriptions of standards for acceptable classroom behavior.
Chapter 12 - Withitness -	A teacher’s awareness of what is going on in all parts of the classroom at all times and the communication of this awareness to students, both verbally and nonverbally.
Chapter 12 - I-Message -	A non-accusatory communication that addresses a behavior, describes the effects on the sender, and the feelings it generates in the sender.
Chapter 12 - Logical Consequences -	Outcomes that are conceptually related to the misbehavior.
Chapter 12 - Negligence -	The failure to exercise sufficient care in protecting students for injury.

<p>Chapter 13 - Learning Objective -</p>	<p>Statement that specifies what students should know or be able to do with respect to a topic or course of study.</p>
<p>Chapter 13 - Cognitive Domain -</p>	<p>The area of learning that focuses on memory and higher processes such as applying and analyzing.</p>
<p>Chapter 13 - Task Analysis -</p>	<p>The process of breaking content down into component parts and making decisions about sequencing the parts.</p>
<p>Chapter 13 - Instructional Alignment -</p>	<p>The match between learning objectives, learning activities, and assessments.</p>
<p>Chapter 13 - Standards -</p>	<p>Statements that describe what students should know or be able to do at the end of a prescribed period of study.</p>
<p>Chapter 13 - Backward Design -</p>	<p>A planning approach that begins with learning objectives, then specifies assessments and learning activities to ensure that all are aligned.</p>

Chapter 13 - Essential Teaching Skills -	Abilities that all teachers, including those in their first year, should have to promote order and as much student learning as possible.
Chapter 13 - Precise Language -	Teacher talk that omits vague terms from explanations and responses to students' questions.
Chapter 13 - Connected Discourse -	Instruction that thematic and leads to a point.
Chapter 13 - Transition Signals -	Verbal statements indication that one idea is ending and another is beginning.
Chapter 13 - Emphasis -	Verbal and vocal cues that alert students to important information in a lesson.
Chapter 13 - Sensory Focus -	Stimuli that teachers use to maintain attention during learning activities.

<p>Chapter 13 - Feedback -</p>	<p>Information learners receive about the accuracy or appropriateness of their verbal responses and written work.</p>
<p>Chapter 13 - Questioning Frequency –</p>	<p>The number of questions a teacher asks during a learning activity.</p>
<p>Chapter 13 - Equitable Distribution -</p>	<p>A questioning strategy in which all students in a class are called on as equally as possible.</p>
<p>Chapter 13 - Prompting -</p>	<p>An additional question or statement teachers use to elicit an appropriate student response after a student fails to answer correctly.</p>
<p>Chapter 13 - Wait-time -</p>	<p>The period of silence that occurs both before and after calling on a student.</p>
<p>Chapter 13 - Review -</p>	<p>A summary that helps students link what they have already learned to what will follow in the next learning activity.</p>

Chapter 13 - Closure -	A form of review occurring at the end of a lesson.
Chapter 13 - Models of Instruction -	Prescriptive approaches to teaching designed to help students acquire a deep understanding of specific forms of knowledge.
Chapter 13 - Direct Instruction -	An instructional model designed to teach well-defined knowledge and skills that are needed for later learning.
Chapter 13 - Lecture Discussion -	An instructional model designed to help students acquire organized bodies of knowledge and develop complex schemas.
Chapter 13 - Organized Bodies of Knowledge -	Topics that connect facts, concepts, generalizations, and principles, and make the relationships among them explicit.
Chapter 13 - Guided Discovery -	An instructional model in which teachers guide students as the students construct knowledge of concepts and the relationships among them.

<p>Chapter 13 - Cooperative Learning -</p>	<p>A set of instructional strategies that help learners meet specific learning and social interaction objectives in structured groups.</p>
<p>Chapter 14 - Educational Technology -</p>	<p>The process of applying tools for educational purposes as well as the tools and materials used.</p>
<p>Chapter 14 - Drill and Practice Programs -</p>	<p>Forms of software that allow students to work problems or answer questions and receive immediate feedback.</p>
<p>Chapter 14 - Tutorials -</p>	<p>Instructional software that offers an entire integrated instructional sequence.</p>
<p>Chapter 14 - Multimedia -</p>	<p>Combination of media, including text, graphics, pictures, audio, and video that communicates information.</p>
<p>Chapter 14 - Hypermedia -</p>	<p>A linked form of multimedia that allows learners to make connections to different points in the program based on their background knowledge and learning progress.</p>

Chapter 14 - Icons -	Pictures displayed on computer screens that act as symbols for some action or item.
Chapter 14 - Simulations -	Programs, either in software or web-based from, that model a system or process.
Chapter 14 - Databases -	Computer programs that allow users to store, organize, and manipulate information, including both text and numerical data.
Chapter 14 - Spreadsheets -	Computer-based programs that allow users to organize and manipulate numerical data.
Chapter 14 - Internet -	A complex web of interconnections among computers.
Chapter 14 - World Wide Web -	A system on the internet that allows people to access, view, and maintain documents that include text, data, sound, and video.

Chapter 14 - Websites -	Locations on the World Wide Web identified with a Uniform Resource Locator (URL).
Chapter 14 - Uniform Resource Locator (URL) –	A series of letters and/or symbols that act as an address for a site on the Internet.
Chapter 14 - Computer-mediated Communication (CMC) -	Telecommunication between people via electronic mail (E-mail).
Chapter 14 - Chatrooms -	Expanded, collective version of electronic mail (e-mail) that occurs synchronously or at the same time.
Chapter 14 - Bulletin Boards -	Asynchronous communication devices that serve as electronic message centers for a given topic.
Chapter 14 - Distance Education -	Instructional programs in which teachers and learners, though physically separated, are connected through technology.

Chapter 14 - Assistive Technology -	A set of adaptive tools that support students with disabilities in learning activities and daily life tasks.
Chapter 15 - Classroom Assessment -	All the processes involved in making decisions about students' learning progress.
Chapter 15 - Informal Assessment -	The process of gathering incidental information about learning progress and making decisions based on that information.
Chapter 15 - Formal Assessment -	The process of systematically gathering information about learning progress and making decisions abased on that information.
Chapter 15 - Validity -	The degree to which an assessment actually measures what it is supposed to measure.
Chapter 15 - Reliability -	A description of the extent to which assessments are consistent and free from errors of measurement.

<p>Chapter 15 - Multiple Choice -</p>	<p>An assessment format that consists of a question or statement, called a stem, and a series of answer choices.</p>
<p>Chapter 15 - Distracters -</p>	<p>The incorrect alternatives in a multiple-choice assessment, which are designed to distract students who don't understand the content that the item is measuring.</p>
<p>Chapter 15 - Matching -</p>	<p>An assessment format that requires learners to classify a series of examples using the same alternatives.</p>
<p>Chapter 15 - True/False -</p>	<p>An assessment format that includes statements of varying complexity that learners judge as being correct or incorrect.</p>
<p>Chapter 15 - Completion -</p>	<p>An assessment format that includes a question or an incomplete statement that requires the learner to supply appropriate words, numbers, or symbols.</p>
<p>Chapter 15 - Essay -</p>	<p>An assessment format that requires students to make extended written responses to questions or problems.</p>

<p>Chapter 15 - Rubric -</p>	<p>A scoring scale that describes the criteria for grading.</p>
<p>Chapter 15 - Performance Assessment -</p>	<p>A form of assessment in which students demonstrate their abilities by completing an activity or producing a product.</p>
<p>Chapter 15 - Systemic Observation -</p>	<p>The process of specifying criteria for acceptable performance in an activity and taking notes during observation based on the criteria.</p>
<p>Chapter 15 - Checklists -</p>	<p>Written descriptions of dimensions that must be present in an acceptable performance of an activity.</p>
<p>Chapter 15 - Rating Scales -</p>	<p>Written descriptions of the dimensions of an acceptable performance and scales of values on which each dimension is rated.</p>
<p>Chapter 15 - Portfolio Assessment -</p>	<p>The process of selecting collections of student work that both students and teachers evaluate using preset criteria.</p>

Chapter 15 - Table Specifications -	A matrix that helps teachers organize learning objectives by cognitive level or content area.
Chapter 15 - Test Anxiety -	An unpleasant reaction to testing situations that can lower performance.
Chapter 15 - Formative Assessment -	The process of using un-graded assessments during instruction to provide students with feedback and aid the teacher in diagnosis and planning.
Chapter 15 - Summative Assessment -	The process of assessing after instruction to provide students with feedback and aid the teacher in diagnosis and planning.
Chapter 15 - Norm-reference Grading -	Assessment decisions about an individual students' work based on comparisons with the work of peers.

Chapter 15 - Criterion-referenced Grading -	Assessment decisions made according to a predetermined standard.
Chapter 16 - Standardized Tests -	Assessment instruments given to large samples of students under uniform conditions and scored according to uniform procedures.
Chapter 16 - Norm Group -	The representative group of individuals whose average standardized text scores are compiled for the purpose of national comparisons.
Chapter 16 - National Norms -	Average scores on standardized tests earned by representative groups of students from around the nation to which an individual's score is compared.
Chapter 16 - Achievement Tests -	Standardized tests designed to assess how much students have learned in specified content areas.
Chapter 16 - Diagnostic Tests -	Standardized tests designed to provide detailed description of learners' strengths and weaknesses in specific skill areas.

<p>Chapter 16 - Intelligence Tests -</p>	<p>Standardized tests designed to measure an individual's capacity to acquire knowledge, think and reason in the abstract, and solve novel problems.</p>
<p>Chapter 16 - Aptitude Tests -</p>	<p>Standardized tests designed to predict the potential for future learning and measure general abilities developed over long periods of time.</p>
<p>Chapter 16 - Content Validity -</p>	<p>A test's ability to accurately sample the content taught and measure the extent to which learners understand it.</p>
<p>Chapter 16 - Predictive Validity -</p>	<p>The measure of a test's ability to gauge future performance.</p>
<p>Chapter 16 - Construct Validity -</p>	<p>A description of the extent to which an assessment accurately measures a characteristic that is not directly observable.</p>
<p>Chapter 16 - Frequency Distribution -</p>	<p>A distribution of test scores that shows account of the number of people who obtained each score.</p>

Chapter 16 - Measures of Central Tendency -	A distribution of test scores that shows a count of the number of people who obtained each score.
Chapter 16 - Mean -	The average score in the distribution of a group of scores.
Chapter 16 - Median -	The middle score in the distribution of a group of scores.
Chapter 16 - Mode -	The most frequent score in the distribution of a group of scores.
Chapter 16 - Range -	The distance between the top and the bottom score in a distribution of scores.
Chapter 16 - Standard Deviation -	A statistical measure of the spread of scores.

Chapter 16 - Normal Distribution -	A distribution of scores in which the mean, median, and mode are equal and the scores distribute themselves symmetrically in a bell-shaped curve.
Chapter 16 - Raw Score -	The number of items an individual answered correctly on a standardized test or subtest.
Chapter 16 - Percentile, or Percentile Rank (PR) -	The proportion of scores in a distribution that a specific score is greater than or equal to.
Chapter 16 - Percentile Bands -	Ranges of percentile scores on standardized tests.
Chapter 16 - Stanine (S) -	A description of an individual's standardized test performance that uses a scale ranging from 1 to 9.
Chapter 16 - Grade Equivalent -	A score that is determined by comparing an individual's score on a standardized test to the scores of students in a particular age group.

<p>Chapter 16 - Standard Score -</p>	<p>A description of performance on a standardized test that uses the standard deviation as the basic unit.</p>
<p>Chapter 16 - Z Score -</p>	<p>The number of standard deviation units from the mean.</p>
<p>Chapter 16 - T Score -</p>	<p>A standard score that defines the mean as 50 and the standard deviation as 10.</p>
<p>Chapter 16 - True Score -</p>	<p>The hypothetical average of an individual's scores if repeated testing under ideal conditions were possible.</p>
<p>Chapter 16 - Standard Error of Measurement -</p>	<p>The range of scores within which an individual's true score is likely to fall.</p>
<p>Chapter 16 - Standards-based Education -</p>	<p>The process of focusing curricula and instruction on predetermined goals or standards.</p>

<p>Chapter 16 - Accountability -</p>	<p>The process of requiring students to demonstrate that they have met specified standards and of holding teachers responsible for students' performance.</p>
<p>Chapter 16 - High-stakes Tests-</p>	<p>Standardized tests designed to measure the extent to which standards are being met.</p>