

Foreword

It is only fitting that the articles contained in this anthology are updated from a previous publication called *Better* since you will not find a better treatment of two timely topics in education: classroom management and assessment. Credentialed academicians from around the world share their research-based findings in a plethora of twenty-seven brief but informative articles.

If teachers wait until they have planned their lessons to determine how they will assess their students, then they have waited too long. The assessment articles in this book go a long way toward answering the question *How do we know they are learning?* The first part shares best practices for making assessment results count. The articles begin with the importance of both pre-assessment and formative assessment to determine what students should *know, understand, and be able to do* (KUD). Other chapters delineate specific ways that teachers can check for understanding and the importance of feedback in the entire process as well as the need for multiple measures of assessment, including self-assessment. One article questions the merit of interim assessments since their use does not appear to be research based. Another questions something I have always wondered—whether the overemphasis on standardized testing is actually at odds with the reason students should be coming to school in the first place: more meaningful learning.

Classroom management is not everything, but it makes everything else possible! This statement is validated in the second half of this book. One very practical article espouses that the best defense against classroom management problems is an engaging lesson. Another gives specific ways to structure an effective learning environment so that many behavior problems are avoided. Such research-based programs as Classroom Organization and Management Program (COMP) at Vanderbilt University, Consistency Management & Cooperative Discipline (CMCD) from the University of Houston, Check & Connect from the University of Minnesota, and applied behavioral analysis (ABA) from Temple University are delineated. Another chapter relates the need for both pre-service and in-service teacher preparation programs if teachers are to become competent while yet another finds the solution to classroom management concerns in Positive Behavioral Interventions and Supports (PBIS).

In my more than forty years in education, where more than twenty-five of those years involved teaching teachers and administrators, I have come to one conclusion. Educators need and want two things. First, they need to know what research-based

practices truly work for students. The articles in this book contain a plethora of this type of information. Second, educators want to definitively know how to practically apply the research in a school or classroom come Monday morning. Other articles in the book address just that. When some of the most renowned and respected research-based educators in the world share their best thinking in one resource, that resource should definitely become a part of every educator's professional library. I will certainly add it to mine!

—*Marcia L. Tate*
Educational Consultant
Developing Minds, Inc.

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