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Child Development

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Schools and Achievement Chapter 16 Outline

Exploring Children's Schooling

- Contemporary Approaches to Student Learning and Assessment
- Early Childhood Education
- Elementary School
- Educating Adolescents
- Peer Statuses
- Bullying

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Schools and Achievement Chapter 16 Outline (continued)

Socioeconomic Status and Ethnicity in Schools

- Educating Students from Low-Income Backgrounds
- Ethnicity in Schools
- Types of Play

Children with Disabilities

- Learning Disabilities
- Attention Deficit Hyperactivity Disorder
- Educational Issues

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Schools and Achievement Chapter 16 Outline (continued)

Achievement

- Extrinsic and Intrinsic Motivation
- Mastery Motivation and Mindset
- Self-Efficacy
- Expectations
- Goal-Setting, Planning, and Self-Monitoring
- Ethnicity and Culture

Chapter 16 Preview

This chapter is about becoming educated and achieving.

We will explore such topics as contemporary approaches to student learning, school transitions, the roles that socioeconomic status and ethnicity play in schools, educational issues involving children with disabilities, and becoming motivated to achieve goals.

Schools and Achievement

Contemporary Approaches to Student Learning and Assessment

Constructivist and Direct Instruction Approaches

- **The constructivist approach**
 - learner-centered approach that emphasizes:
 - importance of individuals actively constructing their knowledge and understanding with guidance from the teacher
- **The direct instruction approach**
 - structured, teacher-centered approach that is characterized by:
 - teacher direction and control
 - high teacher expectations for students' progress
 - maximum time spent by students on academic tasks
 - efforts by the teacher to keep negative affect to a minimum

Schools and Achievement (cont.)

Contemporary Approaches to Student Learning and Assessment (continued)

Accountability

- Since the 1990s, the U.S. public and governments at every level have demanded increased accountability from schools.
- Many states identified objectives for students in their state and created tests to measure whether students were meeting those objectives.
- This approach became national policy in 2002 when the *No Child Left Behind* (NCLB) legislation was signed into law.

Schools and Achievement (cont.)

Contemporary Approaches to Student Learning and Assessment (continued)

Accountability (continued)

- Advocates argue that state-wide standardized testing will have a number of positive effects.
- Critics argue that the NCLB legislation will do more harm than good (Connors, 2007).
- At issue is whether the tests and procedures mandated by NCLB are the best ones for achieving high standards (Campbell, 2007; McMillan, 2007).

Schools and Achievement (cont.)

Early Childhood Education

- The Reggio Emilia approach applies ideas consistent with the views of Piaget and Vygotsky.

Variations in Early Childhood Education

- There are many variations in the way young children are educated (Brewer, 2007; Driscoll & Nagel, 2008).
- The foundation of early childhood education has been the child-centered kindergarten.

Schools and Achievement (cont.)

Early Childhood Education (continued)

The Child-Centered Kindergarten

- key aspect - nurturing
- emphasizes the education of whole child and concern for his or her physical, cognitive, and socioemotional development (Hendrick & Weissman, 2006)
- Instruction is organized around the child's needs, interests, and learning styles.
- Emphasis is on the process of learning, rather than what is learned (Feeny, Christensen, & Moravcik, 2006).

Schools and Achievement (cont.)

Early Childhood Education (continued)

The Child-Centered Kindergarten (continued)

- honors 3 principles:
 - Each child follows a unique developmental pattern.
 - Young children learn best through firsthand experiences with people and materials.
 - Play is extremely important in the child's total development.

Schools and Achievement (cont.)

Early Childhood Education (continued)

The Montessori Approach

- Montessori schools are patterned after the educational philosophy of Maria Montessori.
- The Montessori approach is a philosophy of education in which children are given considerable freedom and spontaneity in choosing activities.
- Some developmentalists favor the Montessori approach, but others believe that it neglects children's socioemotional development (Chattin-McNichols, 1992).

Schools and Achievement (cont.)

Early Childhood Education (continued)

Developmentally Appropriate and Inappropriate Education

- Many educators and psychologists believe that preschool and young elementary school children learn best through active, hands-on teaching methods such as games and dramatic play, and a focus on social and cognitive development.

Schools and Achievement (cont.)

Early Childhood Education (continued)

Developmentally Appropriate and Inappropriate Education (continued)

- **Developmentally appropriate practice**
 - based on knowledge of the typical developmental patterns of children within an age span (age appropriateness) and the uniqueness of the child (individual appropriateness)
- **Developmentally inappropriate practice**
 - relies on abstract paper-and-pencil activities presented to large groups

Schools and Achievement (cont.)

Early Childhood Education (continued)

Education for Young Children Who Are Disadvantaged

- **Project Head Start**
 - compensatory program designed to provide children from low-income families the opportunity to acquire the skills and experiences important for school success
 - The goals and methods of Head Start programs vary greatly around the country.
 - Head Start programs are not all created equal.
 - Evaluations support the positive influence of quality early childhood programs on both the cognitive and social worlds of disadvantaged young children (Chambers, Chung, & Slavin, 2006; Ryan, Fauth, & Brooks-Gunn, 2006).

Schools and Achievement (cont.)

Early Childhood Education (continued)

Education for Young Children Who Are Disadvantaged
(continued)

- **The Perry Preschool program**
 - high-quality early childhood education program
 - includes weekly home visits from program personnel
 - In analyses of the long-term effects of the program, those who had been in the Perry Preschool program had fewer teen pregnancies and higher high school graduation rates and at age 40 more were in the workforce, owned their own homes, had a saving account, and had fewer arrests.

Schools and Achievement (cont.)

Early Childhood Education (continued)

Education for Young Children Who Are Disadvantaged
(continued)

- **Controversies in Early Childhood Education**
 - Currently there is controversy about what the curriculum of U.S. early childhood education should be (Hyson, 2007; Hyson, Copple, & Jones, 2006).
 - On one side are those who advocate a child-centered, constructivist approach much like that emphasized by the National Association for the Education of Young Children (NAEYC) along the lines of developmentally appropriate practice.

Schools and Achievement (cont.)

Early Childhood Education (continued)

Education for Young Children Who Are Disadvantaged
(continued)

- **Controversies in Early Childhood Education** (continued)
 - On the other side are those who advocate an academic, direct instruction approach.
 - In reality, many high quality early childhood education programs include both academic and constructivist approaches.
 - Early childhood education should encourage:
 - adequate preparation for learning
 - varied learning activities
 - trusting relationships between adults and children
 - increased parental involvement (Brewer, 2007)

Schools and Achievement (cont.)

Early Childhood Education (continued)

Education for Young Children Who Are Disadvantaged
(continued)

- Controversies in Early Childhood Education (continued)
 - Attending preschool is rapidly becoming the norm for U.S. children.
 - In 2002, 43 states funded pre-kindergarten programs, and 55 % of U.S. 3 and 4 year-old children attended center-based programs (NAEYC, 2005).
 - Edward Zigler and his colleagues (2006) recently argued that the United States should have universal preschool education.

Schools and Achievement (cont.)

Early Childhood Education (continued)

Education for Young Children Who Are Disadvantaged
(continued)

- Controversies in Early Childhood Education (continued)
 - Zigler and his colleagues (2006) cite research that shows quality preschool programs increase the likelihood that once children go to elementary and secondary school, they will be less likely to be retained in a grade or drop out of school.
 - Critics of universal preschool education argue that the gains attributed to preschool and kindergarten education are often overstated.

Schools and Achievement (cont.)

Diversity in Children’s Development

Early Childhood Education in Japan and Developing Countries

- As in America, there is diversity in Japanese early childhood education.
- In most Japanese preschools, however, little emphasis is put on academic instruction.
- In the comparison of Japanese and American parents, more than 60% of the Japanese parents said that the purpose of preschool is to give children experience being a member of the group compared with only 20% of the U.S. parents (Tobin, Wu, & Davidson, 1989).

Schools and Achievement (cont.)

Diversity in Children’s Development (continued)

Early Childhood Education in Japan and Developing Countries (continued)

- The wide range of programs and emphasis on the education of the whole child—physically, cognitively, and socioemotionally—that characterizes U.S. early childhood does not exist in many developing countries (Roopamine & Metingdogan, 2006).
- Economic pressures and parents’ belief that education should be academically rigorous have produced teacher-centered rather child-centered early childhood education programs in most developing countries.

Schools and Achievement (cont.)

Diversity in Children’s Development (continued)

Early Childhood Education in Japan and Developing Countries (continued)

- Among the countries Jamaica, China, Thailand, Kenya, and Turkey, young children are usually given few choices and are educated in highly structured settings. Emphasis is on learning academic skills through rote memory and recitation (Lin, Johnson, & Johnson, 2003).
- Programs in Mexico, Singapore, Korea, and Hong Kong have been observed to be closer to those in the U.S. in their emphasize on curriculum flexibility and play-based methods (Cisneros-Cohemour & others, 2000).

Schools and Achievement (cont.)

Elementary School

- For many children, entering the 1st grade signals a change from being a “home-child” to being a “school-child”—a situation in which new roles and obligations are experienced.
- Children take up the new role of being a student, interact, develop new relationships, adopt new reference groups, and develop new standards by which to judge themselves.
- School provides children with a rich source of new ideas to shape their sense of self.
- Too often early schooling proceeds mainly on the basis of negative feedback.

Schools and Achievement (cont.)

Educating Adolescents

The Transition to Middle or Junior High School

- The first year of middle school or junior high school can be difficult for many students (Wigfield, Brynes, & Eccles, 2006).
- The transition to middle or junior high school takes place at a time when many changes—in the individual, in the family, and in school—are occurring simultaneously.
- These changes include:
 - puberty and related concerns about body image
 - emergence of at least some aspects of formal operational thought, including accompanying changes in social cognition
 - increased responsibility and decreased dependency on parents

Schools and Achievement (cont.)

Educating Adolescents (continued)

The Transition to Middle or Junior High School (continued)

- These changes include (continued):
 - change to a larger, more impersonal school structure
 - change from one teacher to many teachers
 - change from a small, homogeneous set of peers to a larger more heterogeneous set of peers
 - increased focus on achievement and performance

Schools and Achievement (cont.)

Educating Adolescents (continued)

The Transition to Middle or Junior High School (continued)

- When students make the transition to middle or junior high school, they experience the **top-dog phenomenon**:
 - moving from being the oldest, biggest, and most powerful students in the elementary school to being the youngest, smallest, and least powerful students in the middle or junior high school
- Students are more likely to:
 - feel grown up
 - have more subjects from which to select
 - have more opportunities to spend time with peers and locate compatible friends
 - enjoy increased independence from direct parental monitoring

Schools and Achievement (cont.)

Educating Adolescents (continued)

Effective Schools for Young Adolescents

- Educators and psychologists worry that junior high and middle schools have become watered-down versions of high schools, mimicking their curricular and extracurricular schedules.
- Critics argue that these schools should offer activities that reflect a wide range of individual differences in biological and psychological development among young adolescents.
- In 1989 the Carnegie Corporation issued an extremely negative evaluation of our nation's middle schools.

Schools and Achievement (cont.)

Educating Adolescents (continued)

Effective Schools for Young Adolescents (continued)

- It concluded that most young adolescents:
 - attended massive, impersonal schools
 - were taught from irrelevant curricula
 - trusted few adults in school
 - lacked access to health care and counseling
- It recommended that the nation should:
 - develop smaller "communities" or "houses" to lessen the impersonal nature of large middle schools
 - have lower student-to-counselor ratios (10 to 1 instead of several-hundred to-1)
 - involve parents and community leaders in schools

Schools and Achievement (cont.)

Educating Adolescents (continued)

Effective Schools for Young Adolescents (continued)

- It is recommended that the nation should (continued):
 - develop new curricula
 - have teachers team teach in more flexibly designed curriculum blocks that integrate several disciplines
 - boost students' health and fitness with more in-school programs
 - help students who need public health care to get it
- 25 years later, experts are still finding that middle schools throughout the nation need a major redesign if they are to be effective in educating adolescents (Eccles, 2007; Eccles & Roeser, 2005).

Schools and Achievement (cont.)

Educating Adolescents (continued)

High School

- Just as there are concerns about U.S. middle school education, there are concerns about U.S. high school education.
- Critics stress that in many high schools expectations for success and standards for learning are too low.
- Critics also argue that too often high schools foster passivity and that schools should create a variety of pathways for students to achieve an identity.

Schools and Achievement (cont.)

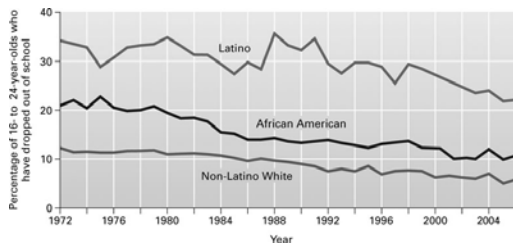
Educating Adolescents (continued)

High School (continued)

- Many students graduate from high school with inadequate reading, writing, and mathematical skills—including many who go on to college and have to enroll in remediation classes there.
- In the last ½ of the 20th century and the 1st several years of the 21st century, U.S. high school dropout rates declined (National Center for Education Statistics, 2007).

Schools and Achievement (cont.)

NAEYC Recommendations for Developmentally Appropriate and Inappropriate Education



Schools and Achievement (cont.)

Educating Adolescents (continued)

High School (continued)

- In the 1940s, more than 1/2 of U.S. 16-24 year-olds had dropped out of school; by 2005, this figure had decreased to 8%.
- The dropout rate of Latino adolescents remains high, although it is decreasing in the 21st century.
- The highest dropout rate in the United States occurs for Native American youth; less than 50% finish their high school education.

Schools and Achievement (cont.)

Educating Adolescents (continued)

High School (continued)

- Students drop out of schools for many reasons (Christensen & Thurlow, 2004).
- In one study, almost 50% of the dropouts cited school-related reasons for leaving school, such as not liking school or being expelled or suspended (Rumberger, 1995).
- 20% of the dropouts (but 40% of the Latino students) cited economic reasons for leaving school.
- 1/3 of the female students dropped out for personal reasons, such as pregnancy or marriage.

Schools and Achievement (cont.)

Educating Adolescents (continued)

High School (continued)

- According to a recent review, the most effective programs to discourage dropping out of high school provide early reading programs, tutoring, counseling, and mentoring (Lehr & others, 2003).
- They also emphasize the creation of caring environments and relationships, use block scheduling, and offer community-service opportunities.

Socioeconomic Status and Ethnicity in Schools

Educating Students from Low-Income Backgrounds

- Children from low-income, ethnic minority backgrounds have more difficulties in school than do their middle-socioeconomic-status, White counterparts.
- Critics argue that schools are not doing a good job of educating low-income or ethnic minority students (Banks, 2008; Spring, 2008).

Socioeconomic Status and Ethnicity in Schools (cont.)

Educating Students from Low-Income Backgrounds

(continued)

- Many children in poverty face problems that present barriers to their learning (Diaz, Pelletier, & Provenzo, 2006; Ryan, Fauth, & Brooks-Gunn, 2006). They might:
 - have parents who don't set high standard for them
 - have parents who may be incapable of reading to them
 - not have enough money to pay for educational materials and experiences such as books and trips to zoos and museums
 - live in a crowded, noisy apartment where it is difficult to find a quiet place to do homework or even to sleep
 - be malnourished
 - live in a dangerous neighborhood where crime, violence, and fear are a way of life

Socioeconomic Status and Ethnicity in Schools (cont.)

Educating Students from Low-Income Backgrounds

(continued)

- Schools in low-income areas are more likely to have:
 - students with low achievement test scores
 - low graduation rates
 - small percentages of students going to college
 - young teachers with less experience
 - teachers who encourage rote learning (Spring, 2005)
- Too few schools in low-income neighborhoods provide students with environments that are conducive to learning (Aber, Jones, & Raver, 2006; Tozer, Senese, & Violas, 2005).

Socioeconomic Status and Ethnicity in Schools (cont.)

Ethnicity in Schools

- More than 1/3 of all African American and almost 1/3 of all Latino students attend schools in the 47 largest city school districts in the United States, compared with only 5% of all White and 22% of all Asian American students.
- Many of these inner-city schools:
 - are grossly underfunded
 - do not provide adequate opportunities for children to learn effectively
 - are still segregated despite integration measures that have been in place for decades
- Almost 1/3 of all African American and Latino students attend schools in which 90% or more of the students are from minority groups (Banks, 2003, 2006).

Socioeconomic Status and Ethnicity in Schools (cont.)

Ethnicity in Schools (continued)

- The school experiences of students from different ethnic groups vary considerably (Bennett, 2007; Spring, 2008).
- African American students are twice as likely as Latinos, Native Americans, or Whites to be suspended from school.
- African American and Latino students are much more likely than non-Latino White or Asian American students to be enrolled in remedial and special education programs, and much less likely to be enrolled in college preparatory programs.
- Asian American students are far more likely than other ethnic minority groups to take advanced math and science courses in high school.

Socioeconomic Status and Ethnicity in Schools (cont.)

Ethnicity in Schools (continued)

- Some experts charge that a form of institutional racism, by which teachers accept a low level of performance from children of color, permeates many American schools (Ogbu & Stern, 2001; Spencer, 1999).
- **strategies for improving relationships among ethnically diverse students:**
 - Turn the class into a jigsaw classroom.
 - Encourage students to have positive personal contact with diverse other students.
 - Reduce bias.
 - View the school and community as a team.
 - Be a competent cultural mediator.

Children with Disabilities

Learning Disabilities

- Prejudice and discrimination may be barriers to learning, not only for children from less-favored socioeconomic and ethnic backgrounds, but also for children with a disability.
- Approximately 10% of all children in the U.S. receive special education or related services for a disability.

Children with Disabilities (cont.)

The Diversity of Children Who Have a Disability

Disability	Percentage of All Children in Public Schools
Learning disability	5.4
Speech and language impairments	3.0
Mental retardation	1.1
Emotional disturbance	.9

Children with Disabilities (cont.)

Learning Disabilities (continued)

- Linda Siegel (2003) recently concluded that a definition of learning disabilities should include:
 - (1) minimum IQ level
 - (2) significant difficulty in a school-related area, especially reading and/or mathematics
 - (3) exclusion of severe emotional disorders, second-language background, sensory disabilities, and/or specific neurological deficits
- A recent national survey revealed that 8% of U.S. children have a learning disability (Bloom & Dey, 2006).

Children with Disabilities (cont.)

Learning Disabilities (continued)

- **Dyslexia:** severe impairment in ability to read and spell (Shastry, 2007)
- The precise causes of learning disabilities have not yet been determined. Some possible causes:
 - tends to run in families
 - some due to genetics but the majority are the result of environmental influences (Shaywitz, Lyon, & Shaywitz, 2006)
- Many interventions have focused on improving the child's reading ability (Bender, 2008).

Children with Disabilities (cont.)

Learning Disabilities (continued)

- About 3 times as many boys as girls are classified as having a learning disability (U.S. Department of Education, 1996).
- Among the explanations for this gender difference are a greater biological vulnerability among boys and **referral bias**:
 - Boys are more likely to be referred by teachers for treatment because of troublesome behavior (Liederman, Kantrowitz, & Flannery, 2005).
- The most common problem that characterizes children with a learning disability involves reading, which affects approximately 80% of children with a learning disability (Shaywitz, Gruen, & Shaywitz, 2007).

Children with Disabilities (cont.)

Attention Deficit Hyperactivity Disorder

- ADHD is a disability in which children consistently show one or more of the following characteristics over a period of time
 - (1) inattention
 - (2) hyperactivity
 - (3) impulsivity
- Diagnoses include:
 - ADHD with predominantly inattention
 - ADHD with predominantly hyperactivity/impulsivity
 - ADHD with both inattention and hyperactivity/impulsivity.

Children with Disabilities (cont.)

Attention Deficit Hyperactivity Disorder (continued)

- The disorder occurs 4-9 times more in boys than in girls.
- Some experts attribute the increase in diagnosed cases to heightened awareness of the disorder; others believe children are being incorrectly diagnosed.
- Signs are often present in preschool years, but classification often doesn't occur until elementary school.

Children with Disabilities (cont.)

Attention Deficit Hyperactivity Disorder (continued)

- Definitive causes of ADHD have not been found.
- Stimulant medication such as Ritalin or Adderall (which has fewer side effects than Ritalin) is effective in improving the attention of many children with ADHD, but it usually does not improve their attention to the same level as children who do not have ADHD (Barbarese & others, 2006; Pliszka, 2007).
- Researchers have often found that a combination of medication (such as Ritalin) and behavior management improves the behavior of children with ADHD better than medication alone or behavior management alone, although not in all cases (Chronis & others, 2004; Jensen & others, 2007).

Children with Disabilities (cont.)

Attention Deficit Hyperactivity Disorder (continued)

- Teachers play an important role in monitoring whether ADHD medication has been prescribed at the right dosage level.
- Critics argue that many physicians are too quick to prescribe stimulants for children with milder forms of ADHD (Marcovitch, 2004).
- Recent studies have also focused on the possibility that exercise might reduce ADHD (Tantillo & others, 2006).

Children with Disabilities (cont.)

Educational Issues

- Until the 1970s, most U.S. public schools either refused enrollment to children with disabilities or inadequately served them.
- In 1975, *Public Law 94-142*, the Education for All Handicapped Children Act, required that all students with disabilities be given a Free, Appropriate Public Education (FAPE).
- In 1990, Public Law 94-142 was recast as the *Individuals with Disabilities Education Act* (IDEA).
- IDEA was amended in 1997 and then reauthorized in 2004 and renamed the Individuals with Disabilities Education Improvement Act (Rosenberg, Westling, & McLeskey, 2008).

Children with Disabilities (cont.)

Educational Issues (continued)

- IDEA spells out broad mandates for services to children with disabilities of all kinds (Smith, 2007). These services include:
 - evaluation and eligibility determination
 - appropriate education and an individualized education plan (IEP)
 - education in the Least Restrictive Environment (LRE)
- **Individualized Education Plan (IEP):**
 - written statement that spells out a program tailored to a student with a disability
 - The IEP should be:
 - (1) related to the child's learning capacity
 - (2) specially constructed to meet the child's individual needs and not merely a copy of what is offered to other children
 - (3) designed to provide educational benefits

Children with Disabilities (cont.)

Educational Issues (continued)

- **Least restrictive environment (LRE)**
 - setting that is as similar as possible to the one in which children who do not have a disability are educated
- **Inclusion**
 - educating a child with special education needs full-time in the regular classroom

Children with Disabilities (cont.)

Educational Issues (continued)

- A major aspect of the 2004 reauthorization of IDEA involved aligning it with the government's *No Child Left Behind* (NCLB) legislation, which mandates general assessments of educational progress that include students with disabilities.
- This alignment includes requiring most students with disabilities "to take standard tests of academic achievement and to achieve at a level equal to that of students without disabilities. Whether this expectation is reasonable is an open question" (Hallahan & Kauffman, 2006, pp.28-29).

Achievement

Intrinsic and Extrinsic Motivation

- **Intrinsic motivation:**
 - based on internal factors such as self-determination, curiosity, challenge, and effort
- **Extrinsic motivation:**
 - involves external incentives, such as rewards and punishments
- **Cognitive approaches:**
 - stress the importance of intrinsic motivation in achievement

Achievement (cont.)

Intrinsic and Extrinsic Motivation (continued)

- Current evidence strongly favors establishing a classroom climate in which students are intrinsically motivated to learn (Blumenfeld, Kempler, & Krajcik, 2006; Blumenfeld, Marx, & Harris, 2006; Wigfield & others, 2006).
- Students are more motivated to learn when they:
 - are given choices
 - become absorbed in challenges that match their skills
 - receive rewards that have informational value, but are not used for control

Achievement (cont.)

Self-Determination and Personal Choice

- Researchers have found that giving children some choice and providing opportunities for personal responsibility increases their internal motivation and intrinsic interest in school tasks (Anderman & Wolters, 2006; Blumenfeld, Kempler, & Krajcik, 2006).
- **Interest:**
 - concept which has been proposed as more specific than intrinsic motivation (Wigfield & others, 2006).
 - A distinction has been made between *individual interest*, which is thought to be relatively stable, and *situational interest*, which is believed to be generated by specific aspects of a task activity.

Achievement (cont.)

Cognitive Engagement and Self-Responsibility

- Phyllis Blumenfeld and her colleagues (2006) have proposed another variation on intrinsic motivation:
 - emphasizes the importance of creating learning environments that encourage students to become cognitively engaged
 - encourages students to take responsibility for their learning
 - goal:
 - get students to become motivated to expend the effort to persist and master ideas rather than simply doing enough work to just get by and make passing grades

Achievement (cont.)

Some Final Thoughts About Intrinsic and Extrinsic Motivation

- An overwhelming conclusion:
 - Encourage students to become intrinsically motivated and to create learning environments that promote students' cognitive engagement and self-responsibility for learning (Blumenfeld, Kempler, & Krajcik, 2006; Blumenfeld, Marx, & Harris, 2006).

Achievement (cont.)

Mastery Motivation and Mindset

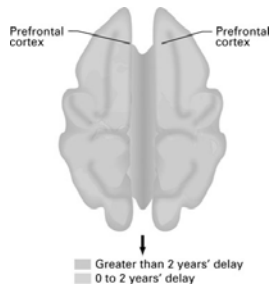
Valanne Henderson and Carol Dweck (1990)- children often show 2 distinct responses to difficult or challenging circumstances:

- **Mastery Motivation**
 - Children who display mastery motivation are task-oriented.
 - Instead of focusing on their ability, they concentrate on learning strategies and the process of achievement rather than the outcome.

- **Helpless orientation**
 - Those with a helpless orientation seem trapped by the experience of difficulty and they attribute their difficulty to lack of ability.

Achievement (cont.)

Students' Descriptions of Teachers Who Care



Achievement (cont.)

Mastery Motivation and Mindset

Another issue in motivation involves whether to adopt a mastery or a performance orientation.

- **Performance Orientation**
 - Children with a performance orientation are focused on winning, rather than on achievement outcome, and believe that happiness results from winning.

- **Mindset**
 - Carol Dweck's (2006) most recent analysis of motivation for achievement stresses the importance of children developing a mindset.

Achievement (cont.)

Mastery Motivation and Mindset (continued)

Mindset:

- cognitive view individuals develop for themselves
- Dweck (2006) concludes that individuals have one of two mindsets:
 - 1) **fixed mindset**
 - believe that their qualities are carved in stone and cannot change
 - 2) **growth mindset**
 - believe their qualities can change and improve through their effort

Achievement (cont.)

Mastery Motivation and Mindset (continued)

Mindset (continued)

- Dweck (2006) argued that individuals' mindsets influence:
 - whether they will be optimistic or pessimistic
 - their goals and how hard they will strive to reach those goals
 - many aspect of their lives, including achievement and success in school and sports.
- Dweck believes that mindsets begin to be shaped as children interact with parents, teachers, and coaches, who themselves have either a fixed mindset or a growth mindset.

Achievement (cont.)

Self-Efficacy:

- belief that one can master a situation and produce favorable outcomes
- Albert Bandura argues that self-efficacy is a critical factor in whether or not children achieve.
- Self-efficacy has much in common with mastery motivation.
- Dale Schunk (2004, 2008; Schunck, Pintrich, & Meece, 2008) has applied the concept of self-efficacy to many aspects of students' achievement.
 - In his view, self-efficacy influences a student's choice of activities.

Achievement (cont.)

Self-Efficacy (continued)

- Students with low self-efficacy for learning might avoid many learning tasks, especially those that are challenging.
- In contrast, their high self-efficacy counterparts eagerly work at learning tasks.
- High self-efficacy students are more likely to expend effort and persist longer at a learning task than low-self-efficacy students.
- High self-efficacy students are more likely to have confidence in exploring challenging career options (Betz, 2004).

Achievement (cont.)

Expectations

- Children's motivation, and likely their performance, are influenced by the expectations that their parents, teachers, and other adults have for their achievement (National Research Council, 2004; Pressley & others, 2007a,b).
- Teachers often have more positive expectations for high-ability than for low-ability students, and these expectations are likely to influence their behavior toward them.
- Researchers have found that with support, teachers can adapt and raise their expectations for students with low abilities (Weinstein, Madison, & Kuklinski, 1995).

Achievement (cont.)

Goal-Setting, Planning, and Self-Monitoring

- Researchers have found that self-efficacy and achievement improve when individuals set goals that are specific, proximal, and challenging (Bandura, 1997).
- Individuals can set both long-term (distal) and short-term (proximal) goals.
- It also is important to plan how to reach the goals (Pintrich, 2003).
- Being a good planner means managing time effectively, setting priorities, and being organized.
- Researchers have found that high-achieving individuals often are self-regulatory learners (Boekaerts, 2006; Schurik & Zimmerman, 2003, 2006).

Achievement (cont.)

Ethnicity and Culture

Ethnicity

- Graham (1986, 1990) notes that middle-income African American students, like their white middle-income peers, have high achievement expectations and understand the role of effort in success.
- Many ethnic minority students living in poverty also must deal with:
 - conflict between the values of their neighborhood and those of the majority culture
 - a lack of high-achieving role models
 - poor schools (McLoyd, 2000)

Achievement (cont.)

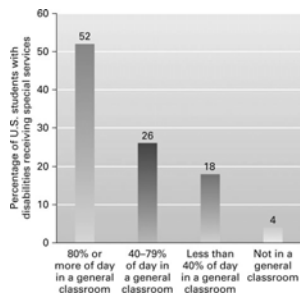
Ethnicity and Culture (continued)

Cross-Cultural Comparisons

- U.S. children and adolescents still lag behind many countries in math and achievement.
- Differences were found between the Asian and American parents.
 - The American parents had much lower expectations for their children's education and achievement than did the Asian parents.
 - American parents were more likely to state that their children's math achievement was due to innate ability.
 - The Asian parents were more likely to say that their children's math achievement was the consequence of effort and training.

Achievement (cont.)

Mothers' Beliefs about the Factors Responsible for Children's Math Achievement in Three Countries



E-LEARNING TOOLS

To help you master the material in this chapter, visit the Online Learning Center for Child Development, twelfth edition at:

<http://www.mhhe.com/santrockcd12>
