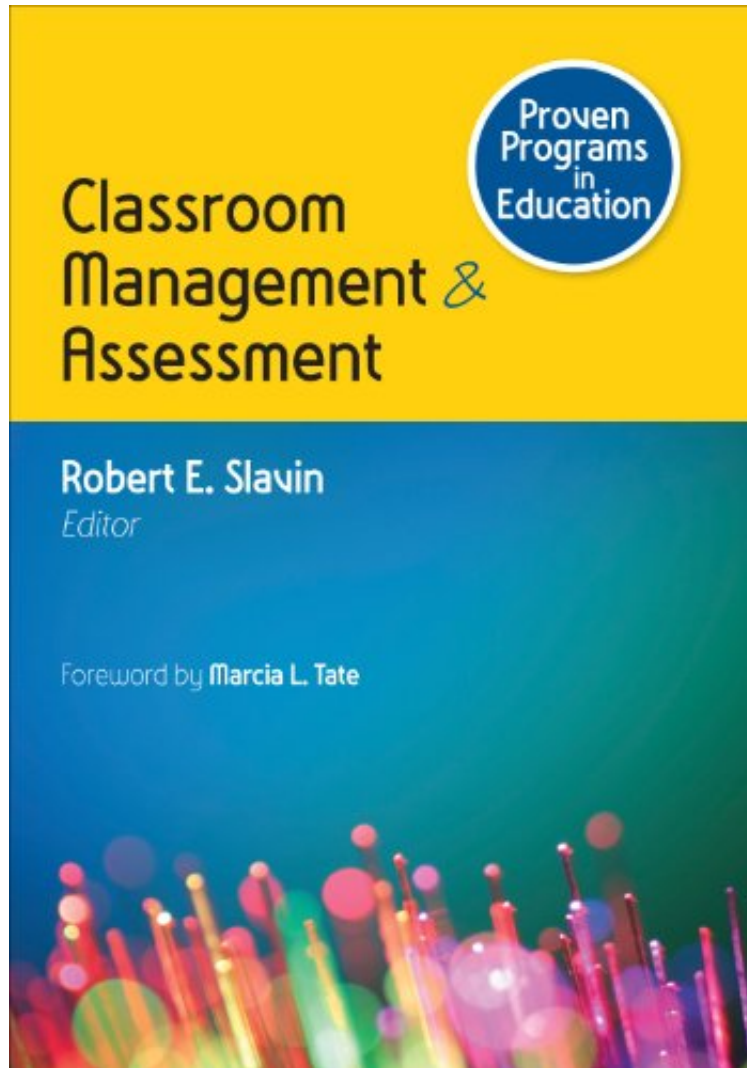


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Proven Programs in Education: Classroom Management and Assessment

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From Corwin : Proven Programs in Education: Classroom Management and Assessment before purchasing it in order to gage whether or not it would be worth my time, and all praised Proven Programs in Education: Classroom Management and Assessment:

Evidence-based best practices that improve classroom environments and assessment techniques!If your goal is a smoother-running, participatory classroom and improved student achievement, yoursquo;ll find essential best practices

in this new resource. Robert Slavin, Professor and Chairman of the Success for All Foundation, has gathered insights and findings from more than 25 leading education researchers, presented in succinct chapters focused on key aspects of teaching and classroom management practice. Readers will find: Strategies for assessment that address use of formative approaches, adaptation for differentiation and the Common Core, and more; Proven techniques for classroom management, including immediate positive steps that teachers can take User-friendly content supported by quick-read charts and graphs

About the Author Robert E. Slavin is director of the Center for Research and Reform in Education at Johns Hopkins University, director of the Institute for Effective Education at the University of York, and the cofounder and chairman of the Success for All Foundation. He has authored or coauthored more than 200 articles and 20 books, including *Educational Psychology: Theory into Practice* (Allyn Bacon, 1986, 1988, 1991, 1994, 1997, 2000, 2003), *Cooperative Learning: Theory, Research, and Practice* (Allyn Bacon, 1990, 1995), *Show Me the Evidence: Proven and Promising Programs for America's Schools* (Corwin, 1998), *Effective Programs for Latino Students* (Erlbaum, 2000), and *One Million Children: Success for All* (Corwin, 2001). He received the American Educational Research Association's Raymond B. Cattell Early Career Award for Programmatic Research in 1986, the Palmer O. Johnson award for the best article in an AERA journal in 1988, the Charles A. Dana award in 1994, the James Bryant Conant Award from the Education Commission of the States in 1998, the Outstanding Leadership in Education Award from the Horace Mann League in 1999, and the Distinguished Services Award from the Council of Chief State School Officers in 2000. He received his BA in psychology from Reed College in 1972 and his PhD in social relations in 1975 from Johns Hopkins University.