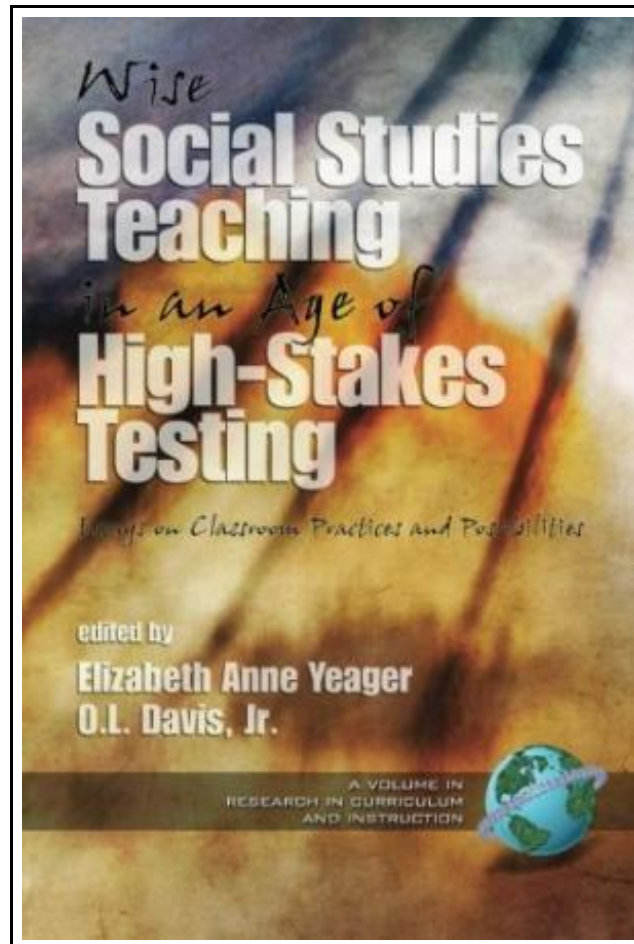


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Information Age Publishing. Paperback. Book Condition: New. Paperback. 220 pages. Dimensions: 9.0in. x 5.9in. x 0.6in. A volume in: Research in Curriculum and Instruction Series Editor: O. L. Davis, Jr. The University of Texas at Austin The chapters in this volume illustrate how teachers are bringing creativity, higher-order thinking, and meaningful learning activities into particular school settings despite pressures of standards and testing. We chose the word wise for the title of this book, and we use it frequently to describe the pedagogical practices we have identified. The words powerful and ambitious are used as well. The larger point, as Keith C. Barton makes in his chapter, is that there is no necessary connection between content standards and high-stakes tests on the one hand, and lowlevel, rote instruction on the other. He reminds us, as Thornton (1991) and Wiggins (1987) previously have argued, that teachers play a crucial role in mediating educational policy, and their intentions and interpretations have at least as much influence on classroom practice as does the content of standards and highstakes tests. Barton also asserts that this makes it all the more crucial to identify the wisdom of practice that enables teachers . . . to engage students in powerful educational experiences. CONTENTS: Foreword. Introduction: The Wisdom of Practice in the Challenging Context of Standards and High-Stakes Testing. Elizabeth Anne Yeager. Im Not Saying These Are Going To Be Easy: Wise Practice in an Urban Elementary School. Keith C. Barton. How She Stopped Worrying and Learned to Love the Test. . . Sort Of. Andrea S. Libresco. Voices of Florida Elementary School Teachers: Their Conceptions of Wise Social Studies Practice. Diane Yendol-Hoppey, Jennifer Jacobs, and Keith Tilford. A Good Teacher in Texas: Conversations about Wisdom in Middle School Social Studies Practice. Mary Lee Webeck, Cinthia S. Salinas,...



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