

# Series Preface to *Classroom Insights*

**D**ivision 15, *Educational Psychology*, of the American Psychological Association and Corwin have partnered to create the innovative *Classroom Insights From Educational Psychology* series for teachers in an effort to reduce the widening gap between research and theory on learning, teaching, and classroom practice. Educational psychology is a discipline that seeks to understand the integration among human development and learning, classroom learning environments and instructional strategies, and student learning and assessment. In this way, the field of educational psychology is among the most relevant and applicable for teachers.

While on the one hand, we have seen great advances in our understanding of student learning and instructional practices over the last decade, these advances are not highly visible in today's classrooms, pre-service and graduate teacher education programs, or professional development for teachers. Consequently, classroom practice for the most part does not seem to be highly influenced by current research and theory in educational psychology. Yet federal legislation such as the *No Child Left Behind Act of 2001*, state and local agencies, and many school districts and grant programs call for "scientifically-based practices," "research-based methods," or "evidence-based decisions." As part of the solution to this problem, this

series of short, easily accessible books for teachers is designed to reflect in-depth, high quality research, to be used in a variety of educational settings, and is endorsed by Division 15.

As the *Classroom Insights* series evolves over the years that new volumes are released, we as editors will continue to work with teachers to identify those topics that are most relevant to their current contexts and goals for student learning. We will also be guided by current and evolving research that honors the best practices of teachers and schools that are making proven efforts to reach all students and to help them succeed in their schooling and in retaining their love of learning. The research and practice knowledge base is honored by our commitment to have every book authored by an educational psychologist and at least one teacher colleague.

The goals of this series are threefold:

- To give practicing and pre-service teachers access to current advances in research and theory on classroom teaching and learning in an easily understood and usable form.
- To align teacher preparation, advanced study, and professional development with current advances in research and theory, which have not been widely shared with teachers.
- To highlight how the most effective teaching practices are based upon a substantial research base and created within classrooms, rather than applied in a “one-size-fits-all” or “silver bullet” approach across classrooms.

*Classroom Insights* provides a series of specialized books that will improve teaching and learning in PreK–12 classrooms by focusing on what is most important and relevant to today’s teachers. In some volumes the applications are limited to specific age levels or characteristics of students, while in others the ideas can be broadly applied across PreK–12 settings. Classroom strategies are integrated throughout every book and each includes a wide array of resources for teachers to use to study their own practices and improve student achievement and classroom learning environments. Finally, many of these

research-based applications will be new approaches and frameworks that have never been published in a series for teachers.

As series editors our goal is to provide the most up-to-date professional series of teacher resources for connecting teachers with the best and most relevant research in our field of educational psychology. We have planned for every page to provide useful insights for teachers into their current practices in ways that will help them transform classroom learning for their students, themselves, and their school communities.

Sincerely,  
Your Series Editors

A handwritten signature in black ink that reads "Barbara L. McCombs". The signature is written in a cursive style with a large initial 'B' and a long horizontal stroke at the end.

Barbara L. McCombs, PhD  
Senior Research Scientist  
University of Denver

A handwritten signature in black ink that reads "Debra K. Meyer". The signature is written in a cursive style with a large initial 'D' and a long horizontal stroke at the end.

Debra K. Meyer, PhD  
Professor  
Elmhurst College