

1. Record Nr.	UNINA9910450464403321
Autore	Weiner Bernard <1935-, >
Titolo	Social motivation, justice, and the moral emotions : an attributional approach / / Bernard Weiner
Pubbl/distr/stampa	Mahwah, N.J. : , : Lawrence Erlbaum Associates, , 2006
ISBN	1-135-60167-4 1-299-62386-7 1-282-37548-2 9786612375484 1-4106-1574-X
Descrizione fisica	1 online resource (242 p.)
Disciplina	153.8
Soggetti	Motivation (Psychology) - Social aspects Social justice Emotions Attribution (Social psychology) Electronic books.
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references (p. 197-212) and indexes.
Nota di contenuto	Contents; Preface; Prologue; 1 A Theory of Social Motivation and Justice: Logic and Development; 2 Testing the Theory and Incorporating Cultural and Individual Differences; 3 The Moral Emotions and Creating Positive Moral Impressions; 4 Reward and Punishment; 5 A Visit to the Courtroom Settings: Is the Theory Useful?; Epilogue; References; Author Index; Subject Index
Sommario/riassunto	Social Motivation, Justice, and the Moral Emotions proposes an attribution theory of interpersonal or social motivation that distinguishes between the role of thinking and feeling in determining action. The place of this theory within the larger fields of motivation and attributional analyses is explored. It features new thoughts concerning social motivation on such topics as help giving, aggression, achievement evaluation, compliance to commit a transgression, as well as new contributions to the understanding of social justice. Included

2. Record Nr.	UNINA9910965859203321
Titolo	A Better beginning : supporting and mentoring new teachers // edited by Marge Scherer
Pubbl/distr/stampa	Alexandria, Va., : Association for Supervision and Curriculum Development, c1999
ISBN	9786610930753 9781416600701 1416600701 9781280930751 1280930756 9780871209283 0871209284
Edizione	[1st ed.]
Descrizione fisica	1 online resource (258 p.)
Altri autori (Persone)	SchererMarge <1945->
Disciplina	371.1
Soggetti	First year teachers - United States Mentoring in education - United States
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Includes index.
Nota di contenuto	Table of Contents -- A New Teacher's World: Not Your Grandmother's Classroom -- About This Book -- Part I: What Do New Teachers Need? -- Beyond Support: Taking New Teachers Seriously As Learners -- Easing the Way for New Teachers -- The Stages of a Teacher's First Year -- Part II: Creating an Induction Program -- Induction: The First Five Days -- First Things First: How to Set Up An Induction Program -- The Elements of a Supportive Induction Program -- Creating Conditions for Teacher Success -- Part III: Making Mentoring Meaningful -- Mentors Matter -- Mentoring the Mentors -- Baltimore Takes Mentoring to the Next Level -- "I Am SO Excited" Mentoring the Student Teacher -- How to Help a New Teacher by Being a Buddy -- Get on the Team: An Alternative Mentoring Model -- Part IV: Planning

Comprehensive Teacher Support -- Combining Mentoring and Assessment in California -- A Support Program with Heart: The Santa Cruz Project -- How Can New Teachers Become the BEST? -- Developing a Common -- Language and Spirit -- Every Classroom, Every Day: A Professional Development Plan -- Part V: Improving Instruction and Communication -- Encouraging Innovation in an Age of Reform -- Linguistic Coaching: Helping Beginning Teachers Defeat Discouragement -- The Videoconference Connection -- Resurrecting Hope: Knowing the Facts, Imagining the Future -- Preparing to Teach in Holistic Classrooms -- Part VI: Listening to Teachers -- Keeping Good Teachers: Lessons from Novices -- What Teachers Like (and Don't Like) About Mandate -- Induction Programs -- The Best Lessons: Learning to Teach in a Supportive Context -- Helping New Teachers Keep the Light in Their Eyes -- Ask Not What Your School Can Do for You, But What You Can Do for You -- Index -- About the Editor -- Related ASCD Resources -- About ASCD.

Sommario/riassunto

How can we help new teachers succeed in the classroom? Given high attrition rates and increasing teacher shortages, attracting new teachers and helping them thrive are among the most important challenges that schools face. *A Better Beginning: Supporting and Mentoring New Teachers* lays out the fundamentals for helping new teachers succeed in the schools of the next century: What Do New Teachers Need?; Creating an Induction Program; Making Mentoring Meaningful; Planning Comprehensive Teacher Support; Improving Instruction and Communication; and Listening to Teachers. Each section features thoughtful chapters from educational leaders. With her colleagues, Sharon Feiman-Nemser, Professor of Teacher Education at Michigan State University, outlines how best to develop professionals rather than simply induct new teachers into the profession. Ellen Moir, from the New Teacher Center at the University of California, Santa Cruz, explains the stages that first-year teachers typically undergo. And English teacher Lisa Renard shows how new teachers can take a positive, proactive approach to their early professional years. The anthology offers views and perspectives of those whose job descriptions include the phrase mentor of new teachers. From how to coach for competency to how to maintain commitment and enthusiasm, *A Better Beginning: Supporting and Mentoring New Teachers* provides veteran and new teachers fresh insights into best practices and programs for tomorrow's teachers.
