

Thomas L. Good

Residence: 1936 E. Fifth Street, Tucson, AZ 85719

Present Position: Professor and Department Head

Department of Educational Psychology, University of Arizona, College of Education
College of Education, 1430 East Second Street, Tucson, AZ 85721

Phone: 520-626-6983

Fax: 520-621-2909

E-mail: goodt@u.arizona.edu

Education

B.A. in Political Science, University of Illinois, June, 1965

C.I.C. Traveling Scholar, University of Michigan (pursued coursework at Survey Research Center and employed as a Research Assistant at Center for Research on Language and Language Behavior), Summer, 1966

M.S. in Education, Indiana University, June, 1967

Ph.D. in Educational Psychology, Indiana University, 1968

Employment History

Spring, 1966 - Spring, 1967 - Research Assistant for Dr. Joan Prentice (NIMH Contract: Verbal Behavior) and Professor Richard L. Turner at the Institute for Educational Research, Indiana University (USOE Contract: Teacher Behavior)

Fall, 1967 - Spring, 1968 - Assistant Director (1/2 time) for the Southeastern Educational Service Center in Columbus, Indiana (The Center was supported by Title III funds, PL 89-10)

Fall, 1967 - Spring, 1968 - Teaching Assistant, Department of Educational Psychology, Indiana University

Fall, 1968 - Spring, 1971 - Assistant Professor, Department of Educational Psychology, University of Austin, Austin, Texas; Research Scientist and Project Director at the Research and Development Center for Teacher Education, University of Texas, Austin, Texas

Summer, 1970 - Spring, 1971 - Staff Development Coordinator for the Early Childhood Education Program at the Southwest Educational Development Laboratory, Austin, Texas

Fall, 1971 - Spring, 1973 – Associate Professor, Department of Curriculum and Instruction, University of Missouri, and Research Associate at the Center for Research in Social Behavior, University of Missouri-Columbia

Fall, 1973- Fall 1992- Professor, Department of Curriculum and Instruction, University of Missouri, and Research Associate at the Center for Research in Social Behavior, University of Missouri-Columbia

Fall, 1993 - Present- Professor, Department of Educational Psychology, University of Arizona, Tucson, AZ

Grants

Indiana University:

1966 - 1968 - Recipient of two small student grants from the School of Education, Indiana University, for individual research.

Grants (continued)

University of Texas:

1969 - Good, T. (Principal Investigator) and Brophy, J., awarded a grant from National Institute of Mental Health (MH 17907-01) to examine the relationship between teacher performance expectations for students and teacher classroom behavior.

1970 - Good, T. (Principal Investigator) and Brophy, J., awarded a grant from National Institute of Mental Health (MH 19316-01) to examine the relationship between teacher attitudes (concern, indifference, etc.) toward students and teacher classroom behavior.

1970 - Good, T. (Principal Investigator), Dollar, B., and Scott, P., awarded a grant from the Hogg Foundation (313) to develop materials for a self-paced instructional program for undergraduate educational psychology students and to test the effects of such training materials on the classroom behavior of pre-service teachers.

University of Missouri:

1972 - Named a Spencer Fellow by the National Academy of Education and awarded a grant from the Spencer Foundation (Award: \$7,500).

1973 - Good, T. (Principal Investigator) and Grouws, D., awarded a grant from the National Institute of Education (FD 3-2834) to study the impact of teaching on cognitive and affective student growth (Award: \$66,268).

1976 - Good, T. (Principal Investigator) and Grouws, D., awarded a grant from the National Institute of Education (NIE-G-77-0003) to conduct an experimental treatment study in fourth-grade mathematics classrooms (Award: \$198,207).

1978 - Good, T. (Co-Principal Investigator) and Cooper, H. C. (Principal Investigator) awarded a grant from the National Science Foundation (NSF BNS78 08834) to explore (naturalistically and experimentally) the relationship between teacher expectations and behaviors and student behaviors and attributions (Award: \$85,868).

1979 - Good, T. (Principal Investigator) and Grouws, D., awarded a grant from the National Institute of Education (NIE-G-79-0103) to study the extent to which instructional training enhances the mathematics performance of secondary students (Award: \$89,939).

1984 - Awarded a Senior Fulbright Fellow for short term study and travel to Perth Australia (six weeks).

1984 - Good, T. (Co-Principal Investigator), Reys, R., and Reys, B. awarded a grant from the National Science Foundation to explore the use of technology in teaching estimation theory (NSF OPE8470030) (Award: \$198,941).

1985 - Good, T. (Co-Principal Investigator) and Grouws, D. awarded a grant from the National Science Foundation to explore naturalistically and experimentally problem-solving behavior in elementary school mathematics programs (NSF MDR8470265) (Award: \$178,746).

1986 - Good, T. (Principal Investigator) and Grouws, D. awarded a grant from the National Science Foundation to study and develop small-group instructional models for mathematics instruction (NSF MDR-8550619) (Award: \$375,000).

1988 - Good, T. (Co-Principal Investigator) awarded an extension of National Science Foundation grant (NSF MDR-8550619) to conduct an experimental study of instructional models (Award: \$55,679).

Grants (continued)

1990 - Good, T. (Co-Principal Investigator), McCaslin, M., and Reys, B. awarded a grant from the National Science Foundation to conceptualize and conduct research on curriculum tasks to be used in small-group learning formats in mathematics (Award: \$299,926).

University of Arizona

1992 - Good, T. (Co-Principal Investigator), McCaslin, M., and Reys, B. awarded a continuation grant from the National Science Foundation to continue work on professional development activities for teachers and for curriculum development research on small-group learning formats in mathematics (NSF TPE 9145 493) (Award: \$312,435).

1997 - Good, T. (Principal Investigator) awarded a grant from the Spencer Foundation to conduct a national survey of charter schools and interviews with local charter schools in Tucson, Arizona to help identify the range of variation across schools in terms of innovative approaches to education. (Award: \$11,849.62).

2000 – Good, T. (Co-Principal Investigator), McCaslin, M. (Co-Principal Investigator, and D'Agostino, J. (Co-Principal Investigator – first two years of grant only). Awarded a grant from the U.S. Department of Education (OERI) to study the theoretical structure of comprehensive school reform models and the program effects on students' socio-emotional growth and achievement. (Award: \$1,042,690).

Good, T., & McCaslin, M. (2004). Carnegie concept paper: Preparing and retaining effective teachers. This paper resulted in an invitation to submit a formal proposal to the Carnegie Foundation, which was successfully reviewed and funded: \$50,000. No-cost extension December, 2005.

2008, Good T. McCaslin, M, Sabers,D., & Wiley C. William T. Grant Foundation. Enhancing high-quality observation instruments. (Award: \$25,000).

2009-2010 – Good, T., Sabers, D., Wood M. Helios Grant – Supporting Improving fifth Grade Students' Understanding of Rational Numbers. (Award: \$49,926._

Articles

Bank, B. J., Biddle, B. J., & Good, T. (1980). Sex roles, classroom instruction, and reading achievement. *Journal of Educational Psychology*, 72, 119-132.

Beckerman, T., & Good, T. (1981). The classroom ration of high- and low-aptitude students and its effect on achievement. *American Educational Research Journal*, 18(3), 317-327.

Bozack, A. R., Vega, R., McCaslin, M., & Good, T. L. (2008). Teacher support of student autonomy in CSR classrooms. *Teachers College Record*, Vol 110, 2389-2407.

Braden, J. S., DiMarino-Linnen, E., & Good, T. (2001). Schools, society, and school psychologists: History and future directions. *Journal of School Psychology*, 39 (2), 203-219.

Brophy, J., & Good, T. (1970). Teachers' communication of differential expectations for children's classroom performance: Some behavioral data. *Journal of Educational Psychology*, 61(5), 365-374.

-- Reprinted in H. C. Lindgren and F. Lindgren (Eds.) (1971). *Current Readings in Educational Psychology* (second edition). New York: John Wiley & Sons, Inc.

-- Reprinted in J. Rosenblith, W. Allensmith, and J. Williams (Eds.) (1972). *The Causes of Behavior* (3rd. ed). Boston: Allyn & Bacon, Inc.

-- Reprinted in U. Bronfenbrenner (Ed.) (1972). *Influences on Human Development*. Hinsdale, IL: Dryden Press.

Articles (continued)

- Brophy, J., & Good, T. (1972). Teacher expectations: Beyond the Pygmalion controversy. *Phi Delta Kappan*, 54, 276-278.
- Reprinted in J. M. Palardy (Ed.) (1973). *Teaching Today*. New York: The Macmillan Co.
- Reprinted in M. D. Gall (Ed.) (1975). *Educational Psychology Reader*. Little, Brown & Co.
- Brophy, J., & Good, T. (1973). Feminization of American elementary schools: Female chauvinism or cultural socialization? *Phi Delta Kappan*, 54(8), 564-566.
- Brophy, J., & Good, T. (1973). Of course the schools are feminine, but let's stop blaming women for it! *Phi Delta Kappan*, 55(1), 73-75.
- Burger, J., Cooper, H., & Good, T. (1982). Teacher attributions of student performance. *Personality and Social Psychology Bulletin*, 8(4), 685-690.
- Cooper, H., Burger, J., & Good, T. (1981). Gender differences in the academic locus of control beliefs in young children. *Journal of Personality and Social Psychology*, 40(3), 562-572.
- Cooper, H., Burger, J., & Good, T. (1980). Gender differences in the intellectual achievement control beliefs of young children. *Evaluation in Education: International Progress*, 4, 73-75.
- Cooper, H., Findley, M., & Good, T. (1982). Relations between student achievement and various indexes of teacher expectations. *Journal of Educational Psychology*, 74(4), 577-579.
- Cooper, H., Hinkel, G., & Good, T. L. (1980). Teachers' beliefs about interaction control and their observed behavioral correlates. *Journal of Educational Psychology*, 72(3), 345-354.
- Dembo, M., & Good, T. (1970). Team learning: Implications for the classroom teacher and school psychologist. *Journal of School Psychology*, 8(1), 57-59.
- Ebmeier, H., & Good, T. (1979). The effects of instructing teachers about good teaching on the mathematics achievement of fourth-grade students. *American Educational Research Journal*, 16(1), 1-16.
- Reprinted in H. Freeman & M. Solomon (Eds.) (1981). *Evaluation Studies Annual* (Volume 6). Beverly Hills, CA: Sage Publications.
- Emmer, E., Good, T., & Oakland, T. (1971). The effect of feedback expectancy on teacher trainees: Preferences for teaching styles. *Journal of Educational Psychology*, 62(6), 451-455.
- Emmer, E., Oakland, T., & Good, T. (1974). Do pupils affect teachers' styles of instruction? *Educational Leadership*, 31, 700-704.
- Good, T. (1970). Which pupils do teachers call on? *Elementary School Journal*, 70(4), 190-198.
- Reprinted in H. Stub (Ed.) (1975). *The Sociology of Education*. Dorsey Press.
- Good, T. (1972). The role of rewards and reinforcements in early education programs: The use of concrete rewards. *Journal of School Psychology*, 10(3), 253-261.
- Good, T. (1976). The teaching of educational psychology. *Contemporary Educational Psychology*, 1.

Articles (continued)

- Good, T. (1979). Teacher effectiveness in the elementary school: What we know about it now. *Journal of Teacher Education*, 30(2), 52-64.
- Reprinted in D. MacMillan (Ed.) (1981). *Management of Resources in Schools*, Deakin University, Victoria, Australia.
- Good, T. (Summer, 1979). Teaching mathematics in elementary schools. *Educational Horizons*, 57(4), 178-182.
- Good, T. (1981). Teacher expectations and student expectations: A brief comment. *Resource Management* (An Educational Reader) published by Deakin University, Victoria, Australia.
- Good, T. (1981). Teacher expectations and student perceptions: A decade of research. *Educational Leadership*, 38(5), 415-423.
- Reprinted in F. Linder & J. MacMillan (Eds.), *Annual Editions: Educational Psychology 1982/83*. Mullford, CT: The Durkheim Publishing Group, Inc.
- Good, T. (1982). How teachers' expectations affect results. *American Education*, 18(10), 25-31.
- Good, T. (1982). Relations between student achievement and various indices of teacher expectations. *Journal of Educational Psychology*, 74, 577-579.
- Good, T. (1983). Classroom research: A decade of progress. *Educational Psychologist*, 18(3), 127-144.
- Good, T. (1986, January 27). Citation classic. *Current Contents/Social & Behavioral Sciences*, 18(4), 14.
- Good, T. (1987). Two decades of research on teacher expectations: Findings and future directions. *Journal of Teacher Education*, 38(4), 32-47.
- Good, T. (1988). Using the aptitude-treatment model to improve compensatory education: A call for more observational research. *Educational Psychologist*, 23(4), 357-364.
- Good, T. (1988). Observational research: Grounding theory in classrooms. *Educational Psychologist*, 23(4), 375-379.
- Good, T. (1993). New directions in research on teacher and student expectations. *Midwestern Educational Researcher*, 6(1), 7-10.
- Good, T. (1996) Teacher Expectations in L. Anderson (Ed.), *International Encyclopedia of Teaching and Teacher Education* (pp. 6106-6112) 2nd edition. Pergamon Press: Oxford, U.K.
- Reprinted in Good, T. (1997). Teacher expectations. In L. Saha (Ed.) *International Encyclopedia of the Sociology of Education* (pp. 686-692). Oxford: Pergamon Press.
- Good, T. (1996). Educational Researchers Comment on the Educational Summit and other Policy Proclamations from 1983-1997. *Educational Researcher*, 25(8), 4-6.
- Good, T. (1999). The Purposes of Schooling in America. *Elementary School Journal*, 99 (5) 383-391.
- Good, T. (2000) Non-subject matter outcomes of schooling: Introduction. *Elementary School Journal*, 100(5), 405-407.
- Good, T. (2008). Teaching mathematics effectively in grades 3-5. *Teachers College Record*, April 7, 2008.
<http://www.tcrecord.org> Id Number: 15196.

Articles (continued)

- Good, T. L. (2010). Forty years of research on teaching 1968-2008. What do we know now that we didn't know then? In R. Marzano (Ed.), *On excellence in teaching* (pp. 3-64). Bloomington, IN: Solution Tree Press
- Good, T. (2008). In the midst of Comprehensive School Reform: Principals' perspectives. *Teachers College Record*, Vol. 110, 2341-2360.
- Good, T., & Bates, D. (1969). Politics and youth: Attitudes of young Americans. *Clearing House*, 43(7), 396-400.
- Good, T. & Beckerman, T. (1978). An examination of teachers' effects on high, middle, and low aptitude students' performance on a standardized achievement test. *American Educational Research Journal*, 15(3), 477-482.
- Good, T., & Beckerman, T. (1978). Time on task: A naturalistic study in sixth-grade classrooms. *Elementary School Journal*, 78(3), 192-201.
- Good, T., Biddle, B., & Brophy, J. (1976). The effects of teaching: An optimistic note. *Elementary School Journal*, 76(6), 365-372.
- Good, T., & Braden, J. (2000, June). Charter schools: Another reform failure or a worthwhile investment? *Phi Delta Kappan*, 81, 745-750.
- Good, T., & Braden, J. (2000). The charter school Zeitgeist: Politicians should focus on issues of quality not just of form. *Education Week*, 19, 45, 48.
- Good, T., & Brophy, J. (1970). Teacher-child dyadic interactions: A new method of classroom observation. *Journal of School Psychology*, 8(2), 131-137.
- Good, T., & Brophy, J. (1971). Questioned equality for grade one boys and girls. *The Reading Teacher*, 25(3), 247-252.
- Good, T., & Brophy, J. (1971). Analyzing classroom interactions: A more powerful alternative. *Educational Technology*, 11(10), 36-41.
- Good, T., & Brophy, J. (1971). The self-fulfilling prophecy. *Today's Education: NEA Journal*, 60(4), 52-53.
- Reprinted in R. A. Magoon (Ed.) (1973). *Educational Psychology: Past, Present and Future*. Charles E. Merrill Publishing Co.
- Reprinted in Murphey et al. (Eds.) (1974). *Educational Psychology Reader*. Simon & Schuster, Inc.
- Reprinted in P. C. Stetson (Ed.) (1974). *Educational Psychology Reader*. MSS Information Corporation.
- Good, T., & Brophy, J. (1972). Behavioral expression of teacher attitudes. *Journal of Educational Psychology*, 63(6), 617-624.
- Good, T., & Brophy, J. (1974). Changing teacher and student behavior: An empirical investigation. *Journal of Educational Psychology*, 66(3), 390-405.
- Good, T., Burross, H. L., and McCaslin, M. (1 October 2005). Comprehensive School Reform: A Longitudinal Study of School Improvement in One State: *Teachers' College Press*, 107, 2205-2226.
- Good, T., Coop, R., Dembo, M., Denton, J., & Limbacher, P. (1975). Teachers' view of accountability: An empirical survey. *Phi Delta Kappan*, 56, 367-368.
- Good, T., Cooper, H., & Blakey, S. (1980). Classroom interaction as a function of teacher expectations, student sex, and the time of year. *Journal of Educational Psychology*, 72, 378-386.

Articles (continued)

- Good, T., & Dembo, M. (1973). Teacher expectations: Self-report data. *School Review*, 81(2), 247-253.
- Good, T., Ebmeier, H., & Beckerman, T. (1978). Teaching mathematics in high and low SES classrooms: An empirical comparison. *Journal of Teacher Education*, 29, 85-90.
- Good, T., & Grouws, D. (1975). Teacher rapport: Some stability data. *Journal of Educational Psychology*, 67(2), 179-182.
- Good, T., & Grouws, D. (1977). Teaching effects: A process-product study in fourth-grade mathematics classrooms. *Journal of Teacher Education*, 28(3), 49-54.
- Good, T., & Grouws, D. (1979). The Missouri mathematics effectiveness project: An experimental study in fourth-grade classrooms. *Journal of Educational Psychology*, 71(3), 355-362.
- Reprinted in T. Carpenter, J. Dossye, and J. Koehler (Eds.) (2004). Classics in Mathematics Educational Research. Reston, VA: *National Council of Teachers of Mathematics*.
- Good, T., & Grouws, D. (October, 1979). Teaching and mathematics learning. *Educational Leadership*, 37(1) 39-45.
- Good, T., & Grouws, D. (June, 1987). Increasing teachers' understanding of mathematical ideas through inservice training. *Phi Delta Kappan*, 68(10), 778-783.
- Good, T., Grouws, D., & Beckerman, T. (1978). Curriculum pacing: Some empirical data in mathematics. *Journal of Curriculum Studies*, 10, 75-81.
- Good, T., Grouws, D., & Mason, D. (1990). Teachers' beliefs about small-group instruction in elementary school mathematics. *Journal for Research in Mathematics Education*, 21(1), 2-15.
- Good, T., Grouws, D., Mason, D., Slavings, R., & Cramer, K. (1990). An observational study of small-group mathematics instruction in elementary schools. *American Educational Research Journal*, 27(4), 755-782.
- Good, T., & Levin, J. (2001, Spring). Educational psychology yesterday, today, and tomorrow: Debate and direction in an evolving field. *Educational Psychologist*, 36 (2), 69-72.
- Good, T., Mason, D. & Grouws, D. (1988). Administrators' beliefs about teachers organizing classes for mathematics instruction. *Educational Administration Quarterly*, 24(2), 125-151.
- Good, T., & McCaslin, M. (January 2005). Principal perceptions of support from the State Department of Education. *Journal of Education for Students Placed at Risk*, 10(1), 33-51.
- Good, T., & McCaslin, M. (2008). What we learned about research on school reform: Implications for practice and policy. *Teachers College Record*, Vol. 110, 2475-2495.
- Good, T. McCaslin, M., Tsang, H., Zhang, J., Wiley, C.R.H., Bozack, A.R., and Hester, W. (2006). How well do first-year teachers teach: Does type of preparation make a difference? *Journal of Teacher Education*, 57, 410-430.
- Good, T., & Nichols, S. (2001). Expectancy effects in the classroom: A special focus on improving the reading performance of minority students in first-grade classrooms. *Educational Psychologist*, 36 (2), 113-126.
- Good, T., Nichols, S., & Sabers, D. (1999). Underestimating youth's commitment to schools and society: Toward a more differentiated view. *Social Psychology of Education*, 3, 1-39.
- Good, T., & Power, C. (1976). Designing successful environments for different types of students. *Journal of Curriculum Studies*, 8, 45-60.

Articles (continued)

- Good, T., Reys, B., Grouws, D. & Mulryan, C. (1989-90). Using work groups in mathematics instruction. *Educational Leadership*, 47(4), 56-62.
- Good, T., Sikes, J., & Brophy, J. (1973). Effects of teacher sex, student sex, and student achievement on classroom interaction. *Journal of Educational Psychology*, 65(1), 74-87.
- Good, T., & Slavings, R. (1988). Male and female student question-asking behavior in elementary and secondary mathematics and language arts classes. *Journal of Research in Childhood Education*, 3(1), 5-23.
- Good, T., Slavings, R., Harel, K. & Emerson, H. (1987). Student passivity: A study of student question-asking in K-12 classrooms. *Sociology of Education*, 60(3), 181-199.
- Good, T., Slavings, R., & Mason, D. (1988). Learning to ask questions: Grade and school effects. *Teaching and Teacher Education*, 4(4), 363-378.
- Good, T., & Weinstein, R. (1986). Schools make a difference: Evidence, criticisms, and new directions. *American Psychologist*, 41(10), 1090-1097.
- Reprinted in D. Hamachek (Ed.) (1990). *Readings in Educational Psychology*. New York: Macmillan.
- Reprinted in N.N. Oljan, & M. Kovacevic (Ed.) (1989). In *Psihologijska Znanost I Edukacija* (book containing selected articles from the special issue on schooling of the *American Psychologist*, Vol. 41, 1986). Zagreb, Yugoslavia.
- Good, T.L., Wiley, C.R.H., & Sabers, D. (2010). Accountability and Educational Reform: A critical analysis of four perspectives and considerations for enhancing reform efforts. *Educational Psychologist*, 45(2), 1-11.
- Good, T., Worstell, J., & Hentchel, D. (1978). An examination of teachers' effects on high, middle, and low aptitude student's performance on a standardized achievement test 1, 2. *American Educational Research Journal*, 15(3), 477-482.
- Grouws, D., & Good, T. (1976). Factors associated with third- and fourth-grade children's performance in solving multiplication and division sentences. *Journal of Research in Mathematics Education*, 7(3), 155-171.
- Grouws, D., & Good, T. (1989). Issues in problem-solving instruction. *Arithmetic Teacher*, 36(8), 34-35.
- Mason, D., & Good, T. (1993). Effects of two-group and whole-class teaching on regrouped elementary students' mathematics achievement. *American Educational Research Journal*, 30(2), 328-360.
- Mason, D., & Good, T. (1996). Mathematics instruction in combination and single-grade classes: An exploratory investigation. *Teachers College Record*, 98, 236-265
- McCaslin, M., Burross, H.L., & Good, T.L. (2005, January 2). Change and continuity in student achievement from grades 3 to 5: A policy dilemma. *Education Policy Analysis Archives*, 13(1). Retrieve from <http://epaa/asu/edu/epaa/v13n1>.
- McCaslin, M., & Good, T. (1992). Compliant cognition: The misalliance of management and instruction in current school reform. *Educational Researcher*, 21(3), 4-17.
- Reprinted in H. Clarizio, W. Mehrens, & W. Hapkwicz (Eds.). (1994). *Contemporary Issues in Educational Psychology* (6th ed.). New York: McGraw-Hill.
- McCaslin, M., & Good, (1998). Moving beyond management as sheer compliance: Helping students to develop goal

coordination strategies. *Educational Horizons* 76 (4), 169-176

-- Reprinted in *ANNUAL EDITIONS: Educational Psychology* (1998). Guilford, CT: Dushkin/McGraw-Hill.

-- Reprinted in *ANNUAL EDITIONS: Educational Psychology* (1999/2000). Guilford, CT: Dushkin/McGraw-Hill.

McCaslin, M., & Good (2008). A study of Comprehensive School Reform Programs in Arizona. *Teachers College Record*, Vol. 110 2319-2340.

McCaslin, M., Good, T. L., Nichols, S., Zhang, J., Hummel, C., Bozack, A.R., Burross, H.L., & Cuizon-Garcia, R. (2006). Comprehensive school reform: An observational study of teaching in grades 3 to 5. *Elementary School Journal*, 106(4), 313-331.

Nichols, S., & Good, T. (1998). Students' perceptions of fairness in school settings: A gender analysis. *Teachers College Record*, 100(2), 369-401.

Nichols, S., & Good, T. (2004, February 8). Teen myths: U.S. youth get bum rap on drugs, sex, and work habits. *Arizona Daily Star Guest Editorial*.

Nichols, S. & Good, T. (May 2004). Why today's youth are viewed so negatively, and why they shouldn't be. *Education Week*, 23(31), 42.

Nichols, S., & Good, T.L. (2005, September). A Small Wins Perspective. *The School Administration*, 62 (8), 36-41.

Nichols, S., & Good, T. (2004). Inadequate interest and resources for youth. *Teachers College Record* (online). Available: <http://www.tcrecord.org/Content.asp?ContentID=11340>.

Rohrkemper, M., & Good, T. (1985). Proactive instruction. In T. Husén and T. Postlethwaite (Eds.) *The International Encyclopedia of Education* (pp. 4049-4052). Pergamon Press.

-- Reprinted in M. Dunkin (Ed.). (1987). In *The International Encyclopedia of Teaching* (pp. 457-459). Pergamon Press.

Rohrkemper, M., & Good, T. (1985). Reactive instruction. In T. Husén and T. Postlethwaite (Eds.) *The International Encyclopedia of Education* (pp. 4201-4202). Pergamon Press.

-- Reprinted in M. Dunkin (Ed.). (1987). In *The International Encyclopedia of Teaching* (pp.460-461). Pergamon Press.

Wiley, C. R. H., Good, T. L., & McCaslin, M. (2008). Comprehensive School Reform instructional practices throughout a school year: The role of subject matter, grade level, and time. *Teachers College Record*, Vol. 110, 2361-2388.

Young, E., & Good, T. (1975). Dyadic interaction analysis: A new dimension in business teacher education. *Delta Phi Epsilon*, 17(4), 1-29.

Book Chapters

Biddle, B., J., & Good, T. (2002). Teachers and teaching. In D. Levinson, P. Cookson, Jr., & Sadovnik, A (Eds.), *Education and sociology: An Encyclopedia* (pp. 681-686). New York: Routledge Falmer.

Biddle, B., Good, T., & Goodson, I. (1997). The changing world of Teachers. In B. Biddle, T. Good, & I. Goodson (Eds.) *International Handbook of Teaching and Teachers* (pp. 1-10). Dordrecht, Netherlands: Kluwer.

Book Chapters (continued)

- Biddle, B., Good, T., & Goodson, I. (2000). Teaching and its contexts: New concepts issues. In B. Biddle, T. Good, & I. Goodson (Eds.), *Teaching in its Context: New Conceptions*. In B. Biddle, T. Good., & I. Goodson (Eds.), *International Handbook of Teaching and Teachers: Volume II* (pp. 13-17).Madrid, Paidos.
- Brophy, J., & Good, T. (1986). Teacher behavior and student achievement. In M. Wittrock. *Third Handbook of Research on Teaching*. Chicago: Rand McNally.
- Good, T. (1980). Classroom expectations: Teacher-pupil interactions. In J. McMillan (Ed.), *The Social Psychology of School Learning*. New York: Academic Press.
- Good, T. (1981). Classroom observations: Potential and problems. In W. Duckett (Ed.), *Observation and the Evaluation of Teaching*. Bloomington, IN: Phi Delta Kappa.
- Good, T. (1983). Research on classroom teaching. In L. Shulman & M. Sykes (Eds.), *Handbook of Teaching and Policy*. New York: Longman.
- Good, T. (1983). Student and teacher perceptions: A review of five papers. In J. Levine & M. Wang (Eds.), *Teacher and Student Perceptions: Implications for Learning*. Hillsdale, NJ: Erlbaum.
- Good, T. (1986). What is learned in schools. In T. Tomlinson and H. Walberg (Eds.), *NSSE Yearbook; Academic Work and Educational Excellence*. Berkeley, CA: McCutchen.
- Good, T. (1987). An analysis of teacher expectation effects. In D. Berliner and B. Rosenshine (Eds.), *Talks to Teacher*. New York: Random House.
- Good, T. (1989). Using classroom and school research to professionalize teaching. In B. Creemers, T. Peters & D. Reynolds (Eds.), *School Effectiveness and School Improvement* (pp. 3-22). Amsterdam, The Netherlands: Swets & Zeitlinger.
- Good, T. (1990). Building the knowledge base of teaching. In D. Dill (Ed.), *What Teachers Need to Know: The Knowledge, Skills, and Values Essential to Good Teaching* (pp. 17-75). San Francisco: Jossey-Bass.
- Good, T. (1996). Teaching effects and teacher evaluation. In J. Sikula, Buttery, T. & Guyton, E. (Eds.), *Handbook of Research on Teacher Education* (2nd ed., pp. 617-665). New York: MacMillan.
- Good, T. (1997). Teachers' expectations. In L. Saha (Ed.), *International encyclopedia of the sociology of education*. New York: Elsevier Science Ltd.
- Good, T. (2008). School choice. In E. F. Provenzo (Ed.), *Encyclopedia of the Social and Cultural Foundations of Education*. Thousand Oaks, CA: SAGE.
- Good, T., Biddle, B., & Goodson, I. (1997). The study of teaching: Modern and emerging conceptions. In B. Biddle, T. Good, & I. Goodson (Eds.), *International Handbook of Teachers and Teaching* (pp. 671-679). Dordrecht, Netherlands: Kluwer.
- Good, T., & Biddle, B. (1988). Research and the improvement of mathematics instruction: The need for observational resources (pp. 114-142). In D. Grouws & T. Cooney (Eds.), *Perspectives on Research on Effective Mathematics Teaching*. Hillsdale, NJ: Erlbaum.
- Good, T., Biddle, B., & Brophy, J. (1977). Do schools make a difference? In H. Clarizio, R. Craig, W. Mehrens (Eds.), *Contemporary Readings in Educational Psychology*. Boston: Allyn & Bacon.
- Good, T., & Brophy, J. (1973). The influence of teacher attitudes and expectations upon classroom behavior. In R. Coop & K. White (Eds.), *Psychological Concepts in the Classroom*. New York: Harper & Row.
- Good, T., & Brophy, J. (1977). Teachers' expectations as self-fulfilling prophecies. In H. Clarizio, R. Craig, & W.

Mehrens (Eds.), *Contemporary Readings in Educational Psychology*. Boston: Allyn & Bacon.

- Good, T., & Brophy, J. (1986). School effects. In M. Wittrock (Ed.), *Third Handbook of Research on Teaching*. Chicago: Rand McNally.
- Good, T., & Brophy, J. (1989). Teaching the lesson. In R. Slavin (Ed.), *School and Classroom Organization* (pp. 25-68). Hillsdale, NJ: Erlbaum.
- Good, T., Clark, S., & Clark, D. (1997). Reform efforts in American Schools: Will faddism continue to impede meaningful change? In B. Biddle, T. Good, & I. Goodson (Eds.), *International Handbook of Research on Teaching* (pp. 1387-1427). Dordrecht, Netherlands: Kluwer.
- Good, T., & Findley, M. (1985). Sex role expectations and achievement. In J. Dusek (Ed.), *Teacher Expectancies*. Hillsdale, NJ: Erlbaum.
- Good, T., & Grouws, D. (1977). Teaching effectiveness in fourth-grade classrooms. In G. Borich (Ed.), *The Appraisal of Teaching: Concepts and Process*. Reading, MA: Addison-Wesley.
- Good, T., & Grouws, D. (1981). Process-product research. In E. Fennema (Ed.), *Implications of Research in Mathematics Education for the Curriculum of the 80's*. Alexandria, VA: Association for the Supervision of Curriculum Development.
- Good, T., Goodson, I., & Biddle, B. (1996). Teaching in a changing world: The evolving challenge. In B. Biddle, T. Good, & I. Goodson (Eds.), *International Handbook of Teaching and Teachers: Volume III* (pp. 1-10). Dordrecht, The Netherlands: Kluwer.
- Good, T., Goodson, I., & Biddle, B. (2000). Education in a world in transformation: the challenge to evolve. Biddle, T. Good, & I. Goodson (2000). In B. Biddle, T. Good., & I. Goodson (Eds.), *International Handbook of Teaching and Teachers: Volume III* (pp. 13-20). Madrid, Paidos.
- Good, T., & Marshall, S. (1984). Do students learn more in heterogeneous or homogeneous groups? In P. Peterson & L. Cherry-Wilkinson, & M. Hallinan (Eds.), *The social context of instruction: Group organization and group processes*. New York: Academic Press.
- Reprinted in E. Dubinsky, D. Mathews, B. E. Reynolds (Eds.) (1997) *Readings in cooperative learning for undergraduate mathematics*. Washington, DC, US: The Mathematical Association of America, 1997. pp. 93-106.
- Good, T., & Mason, D. (2000). The evaluation of effective teaching. In A. Kazdan (Ed.), *International Encyclopedia of Psychology* (Volume 8, pp. 14-18). Oxford, NY; Washington, DC: Oxford University Press & American Psychological Association.
- Good, T. L., & McCaslin, M. (1992). Research on classroom instruction and student learning. In M. Aiken (Ed.), *Encyclopedia of Educational Research* (6th ed., pp. 1373-1388). New York: American Educational Research Association/Macmillan.
- Good, T. L., McCaslin, M., & Reys, B. (1992). Investigating work groups to promote problem solving in mathematics. In J. Brophy (Ed.), *Advances in Teaching* (Vol. 3, pp. 115-160). Greenwich, CT: JAI Press.
- Good, T., & Mulryan, C. (1990). Teacher ratings: A call for teacher control and self-evaluation. In J. Millman & L. Darling-Hammond (Eds.), *Handbook of Teacher Evaluation* (2nd ed., pp. 191-215). Beverly Hills, CA: Sage.
- Good, T., Mulryan, C. & McCaslin, M. (1992). Grouping for instruction in mathematics: A call for programmatic research on small-group processes. In D. Grouws (Ed.), *Handbook of Research on Mathematics Teaching and Learning* (pp. 165-196). New York: Macmillan.

- Good, T., & Nichols, S. (2001, November). School effects: Subject-matter and Non-subject-matter outcomes of schooling. In N. Smelser & P. Baltes (Eds.), *The International Encyclopedia of the Social and Behavioral Sciences* (Vol. 20, pp. 13583-13589). Pergamon, Oxford.
- Good, T., & Stipek, D. (1983). Individual differences in the classroom: A psychological perspective. In G. Fenstermacher & J. Goodlad, *1983 NSSE Yearbook*.
- Good, T., & Thompson, E. (1998). Research on the communication of performance expectations: A review of recent perspectives. In J. Brophy (Ed.) *Advances in research on teaching. Expectations in the Classroom*, (Vol. 7, pp. 273-308). Greenwich, CT: JAI.
- Good, T., & Weinstein, R. (1986). Teacher expectations, a framework for exploring classroom effectiveness. In K. Kepler (Ed.), *1986 ASCD Yearbook: Improving Teaching*, (pp. 63-85).
- Good, T.L., Wiley, C. & Florez, I.R. (2008). Effective teaching: Toward a Synthesis. In L. Saha & G. Dworkin (Eds.), *The New International Handbook of Teachers and Teaching*. Springer. Norwell, MA.
- Goodson, I., Biddle, B., & Good, T. (2000). The profession of teaching: Emerging concerns. In B. Biddle, T. Good, & I. Goodson (Eds.), *International Handbook of Teaching and Teachers: Volume I*. Madrid, Paidos.
- Lopez, F. & Good, T. (2008). The informal curriculum in T. Good Ed. *21st Century Handbook: A reference work*, pp. 169-178. Sage, One Thousand Oaks, CA.
- McCaslin, M. & Good, T. (1993). Classroom Management and Motivated Student Learning. In T. M. Tomlinson (Ed.), *Motivating Students to Learn: Overcoming Barriers to High Achievement* (pp. 245-261). Berkeley, Ca.: McCetchan.
- McCaslin, M., & Good, T. L. (1996). The informal curriculum. In B. Berliner & R. Calfee (Eds.), *The Handbook of Educational Psychology* (pp. 622-673). American Psychological Association. New York: MacMillan.
- Nichols, S., & Good, T. (2000). Education and society, 1900-2000: Selected snapshots of then and now. *American education: Yesterday, today, and tomorrow. National Society for the Study of Education, 99th Yearbook* (pp. 1-52). Chicago, IL: University of Chicago Press.

Books

- Biddle, B., Good, T. & Goodson, I. (1997). *Teachers, Volume I: The International Handbook of Teachers and Teaching*. Dordrecht, Netherlands: Kluwer.
- Biddle, B., Good, T., & Goodson, I. (1997). *Teaching, Volume II: The International Handbook of Teachers and Teaching*. Dordrecht, Netherlands: Kluwer.
- Biddle, B., Good, T., & Goodson, I. (Eds.) (2001) *The profession of teaching, Volume I: International Handbook of Teaching and Teachers*. Madrid, Paidos.
- Biddle, B. Good, T., & Goodson, I. (Eds.) (2001) *Teaching and its context, Volume II: International Handbook of Teaching and Teachers*. Madrid, Paidos.

Books (continued)

- Biddle, B., Good, T., & Goodson, I.(Eds.) (2001) *Teaching in a world in transformation, Volume III: International Handbook of Teaching and Teachers*. Madrid, Paidos.
- Brophy, J., & Good, T. (1974). *Teacher-Student Relationships: Causes and Consequences*. New York: Holt, Rinehart & Winston.
- Brophy, J., & Good, T. (1976). *Die Lehrer-Schuler-Interaktion*.(A translation of teacher – student relationships) Munchen, Germany: Urban and Schwarzenberg.
- Brophy, J., & Good, T. (1986). *Teacher-Student Relationships: Causes and Consequences*_(reprinted in Japanese). Japan: Kitaoji-shobo Publishers.
- Brophy, J., Good, T., & Nedler, S. (1975). *Teaching in the Preschool*. New York: Harper & Row.
- Cooper, H., & Good, T. (1983). *Pygmalion Grows Up*. New York: Longman.
- Doyle, W., & Good, T. (1982). *Focus on Teaching: Readings from the Elementary School Journal*. Chicago: The University of Chicago Press.
- Good, T. (Ed.) (2000). *American Education: Yesterday, Today and Tomorrow*. The Ninety-ninety yearbooks of the National Society for the Study of Education, Part 2. University of Chicago Press. Chicago.
- Good, T. L. (Ed.) (2008). *21st Century Education Handbook: A Reference Work*. Sage, Thousand Oaks, CA.
- Good, T., Biddle, B., & Brophy, J. (1975). *Teachers Make a Difference*. New York: Holt, Rinehart, & Winston.
- Reprint published by University Press of America, Washington, DC, 1983.
- Good, T., & Braden, J. S. (2000). *The great school debate: Choice, vouchers, and charters*. Mahwah, NJ: Erlbaum.
- Good, T., & Brophy, J. (1973). *Looking in Classrooms*. New York: Harper & Row.
- Good, T., & Brophy, J. (1977). *Educational Psychology: A Realistic Approach*. New York: Holt, Rinehart, & Winston.
- Good, T., & Brophy, J. (1978). *Looking in Classrooms*, 2nd edition. New York: Harper & Row.
- Good, T., & Brophy, J. (1980). *Educational Psychology: A Realistic Approach*, 2nd edition. New York: Holt, Rinehart, & Winston.
- Good, T., & Brophy, J. (Spanish translation, 1983). *Educational Psychology: A Realistic Approach*. Mexico City: Nueva Editorial Interamericans.
- Good, T., & Brophy, J. (1995). *Contemporary Educational Psychology*, 5th edition. New York: Longman
- Good, T., & Brophy, J. (Spanish translation, 1996). *Contemporary Educational Psychology*, 5th edition. Mexico: McGraw Hill.
- Good, T., & Brophy, J. (Chinese Translation in press). *Contemporary Educational Psychology*, 5th edition. Wu Nan Book Company, Ltd. Taipei: Taiwan.
- Good, T., & Brophy, J. (1984). *Looking in Classrooms*, 3rd edition. New York: Harper & Row.

Books (continued)

- Good, T., & Brophy, J. (1987). *Looking in Classrooms*, 4th edition. New York: Harper & Row.
- Good, T., & Brophy, J. (1986). *Educational Psychology: A Realistic Approach*, 3rd edition. White Plains, NY: Longman.
- Good, T., & Brophy, J. (1990). *Educational Psychology: A Realistic Approach*, 4th edition. White Plains, NY: Longman.
- Good, T., & Brophy, J. (1991). *Looking in Classrooms*, 5th edition. New York: Harper Collins.
- Good, T., & Brophy, J. (1994). *Looking in Classrooms*, 6th edition. New York: Harper Collins.
- Good, T., & Brophy, J. (Chinese translation, 1997). *Looking in Classrooms*, 6th edition. Wu Nan Book Company, Ltd. Taipei: Taiwan.
- Good, T., & Brophy, J. (1997) *Looking in Classrooms*, (7th ed.). New York: Longman.
- Good, T., & Brophy, J. (2000). *Looking in Classrooms*, (8th ed.). New York: Longman.
- Good, T., & Brophy, J. (2008). *Looking in Classroom*, (10th ed.). Boston, MA: Allyn and Bacon
- Good, T., Dollar, B., & Scott, P. (1971). *Psychological Foundations of Elementary Education* (offset printing: 300 pages of special experimental material). University of Texas.
- (Ten Co-Authors). (1972). *Teaching Skills: A Handbook for Developing Instructional Behavior*. College of Education, University of Missouri, Columbia, MO.
- Good, T., Grouws, D., & Ebmeier, H. (1983). *Active Mathematics Teaching: Research on teaching monograph series*. New York: Longman.
- Greenwood, G., Good, T., & Siegel, B. (1971). *Problem Situations in Teaching*. New York: Harper & Row.
- McCaslin, M., & Good, T. (1996). *Listening in Classrooms*. New York: HarperCollins.
- McCaslin, M., & Good, T. (2001). *Listening in Classrooms* (Chinese Translation). Wu-Nan Company Ltd., New York: HarperCollinsCollege Publishers.
- Nichols, S., & Good, T. (2004). *America's Teenagers—Myths and Realities: Media Images, Schooling and the Social Costs of Careless Indifference*. Mahwah, New Jersey: Erlbaum.
- Robinson, R., & Good, T. (1987). *Effective Teaching of Reading*. New York: Harper & Row.

Technical Reports

- Brophy J., Evertson, C., Harris, T., & Good, T. (1973). Communication of teacher expectations: Fifth grade. Austin, TX: Research and Development Center for Teacher Education Report Series No. 93. Abstracted in the *Journal Supplement Abstract Service*, 3, 61-62.
- Brophy, J., & Good, T. (1970). The Brophy-Good dyadic interaction system. In A. Simon & E. G. Boyer (Eds.), *Mirrors for Behavior: An Anthology of Observation Instruments Continued, 1970 Supplement, Volume A and B*. Philadelphia: Research for Better Schools.

Technical Reports (continued)

- Chevalier, S., & Good, T. Student-initiated questions during science instruction in intermediate grades. Columbia, MO: Center for Research in Social Behavior, Technical Report No. 438.
- Cooper, H., Blakey, S., Burger, J., Good, T., Hinkel, G., & Sterling, J. (1979). Teacher-child dyadic interaction: Coding modification for social and educational research in attribution theory, teacher expectations and learned helplessness theory. Columbia, MO: Center for Research in Social Behavior, Technical Report No. 167.
- Cooper, H., Good, T., & Biddle, B. J. (1980). Analytic level specification: The importance of distinguishing between whole-class and within-class social psychological processes. Columbia, MO: Center for Research in Social Behavior, Technical Report No. 198.
- Cooper, H., Good, T., Blakey, S., Hinkel, G., Burger, J., & Sterling, J. (1979). Understanding Pygmalion: The social psychology of self-fulfilling classroom expectations. Columbia, MO: Center for Research in Social Behavior, Technical Report No. 174.
- Emmer, E., Good, T., & Pilgrim, G. (1972). Effects of teacher sex. Austin, TX: Research and Development Center for Teacher Education Report Series.
- Evertson, C., Brophy, J., & Good, T. (1973). Communication of teacher expectations: First Grade. Austin, TX: Research and Development Center for Teacher Education Report Series No. 91. Abstracted in the *Journal Supplement Abstract Service*, 3, 60-61.
- Evertson, C., Brophy, J., & Good, T. (1973). Communication of teacher expectations: Second grade. Austin, TX: Research and Development Center for Teacher Education Report Series No. 92. Abstracted in the *Journal Supplement Abstract Service*, 3, 60.
- Evertson, C., Good, T., & Brophy, J. (1973). Sex and age differences in classroom interaction patterns. Unpublished manuscript. University of Texas at Austin.
- Findley, M., Cooper, H., & Good, T. (1980). Nonverbal sensitivity, teacher expectations and classroom behavior. Columbia, MO: Center for Research in Social Behavior, Technical Report No. 239.
- Good, T. (1972). Stability of teacher attitudes in secondary classrooms: Some behavioral data. Columbia, MO: Center for Research in Social Behavior, Technical Report No. 63.
- Good, T. Multiple measures of teaching effectiveness. Columbia, MO: Center for Research in Social Behavior, Technical Report No. 97.
- Good, T. (1979). Helping policy makers with educational issues. Columbia, MO: Center for Research in Social Behavior, Technical Report No. 156.
- Good, T. (1980). Recent research on teaching: Some strategy suggestions for conducting classroom research in mathematics. Columbia, MO: Center for Research in Social Behavior, Technical Report No. 178.
- Good, T. (1979). Hitting singles, moving the runner along: A call for team ball. Columbia, MO: Center for Research in Social Behavior, Technical Report No. 186.
- Good, T. (1979). Studying and modifying classroom behavior. Columbia, MO: Center for Research in Social Behavior, Technical Report No. 191.
- Good, T. (1980). Research on teaching. Columbia, MO: Center for Research in Social Behavior, Technical Report No. 207.

Technical Reports (continued)

- Good, T. (1982). Classroom research: What we know and what we need to know. Columbia, MO: Center for Research in Social Behavior, Technical Report No. 259.
- Good, T. (1982). Research on teaching: Some important areas of progress. Columbia, MO: Center for Research in Social Behavior, Technical Report No. 266.
- Good, T. (1982). Teacher expectations. Columbia, MO: Center for Research in Social Behavior, Technical Report No. 290.
- Good, T. (1983). Recent classroom research: Implications for teacher education. Columbia, MO: Center for Research in Social Behavior, Technical Report No. 312.
- Good, T. (1983). Active teaching, teacher expectations, and student perceptions in regular and bilingual settings. Columbia, MO: Center for Research in Social Behavior, Technical Report No. 320.
- Good, T. (1984). Studying school effects. Columbia, MO: Center for Research in Social Behavior, Technical Report No. 351.
- Good, T. (1985). Active mathematics teaching. Columbia, MO: Center for Research in Social Behavior, Technical Report No. 360.
- Good, T. (1985). Recent studies of teaching: Implications for research and policy in mathematics education. Columbia, MO: Center for Research in Social Behavior, Technical Report No. 371.
- Good, T. (1987). Content-specific and general pedagogical knowledge in teacher education programs. Columbia, MO: Center for Research in Social Behavior, Technical Report No. 434.
- Good, T., Braden, J., & Nichols, S. (1997). Charter schools: Promising alternative for educational reform or an illusionary panacea? Unpublished report. Tucson: University of Arizona, College of Education.
- Good, T., Biddle, B., & Brophy, J. (1983). Teaching effectiveness: Research findings and policy implications. Columbia, MO: Center for Research in Social Behavior, Technical Report No. 319.
- Good, T. & Brophy, J. (1985). Teacher behavior and student achievement. Columbia, MO: Center for Research in Social Behavior, Technical Report No. 383.
- Good, T. & Grouws, D. (1972). Reaction of male and female teacher trainees to descriptions of elementary school pupils. Columbia, MO: Center for Research in Social Behavior, Technical Report No. 62.
- Good, T. & Grouws, D. (1978). Teaching manual: Missouri mathematics effectiveness project. Columbia, MO: Center for Research in Social Behavior, Technical Report No. 132.
- Good, T., & Grouws, D. (1979). Experimental study of mathematics instruction in elementary schools. Columbia, MO: Center for Research in Social Behavior, Technical Report No. 201.
- Good, T., & Grouws, D. (1981). Experimental research in secondary mathematics classrooms: Working with teachers. Columbia, MO: Center for Research in Social Behavior, Technical Report No. 284.
- Good, T., & Grouws, D. (1982). Teacher's discussion guide. Columbia, MO: Center for Research in Social Behavior, Technical Report No. 293.
- Good, T., & Grouws, D. (1982). Elementary mathematics. Columbia, MO: Center for Research in Social Behavior, Technical Report No. 300.

Technical Reports (continued)

- Good, T., & Hinkel, G. (1982). Schooling in America: Some descriptive and explanatory statements. Columbia, MO: Center for Research in Social Behavior, Technical Report No. 301.
- Good, T. & Hinkel, G. (1983). A summary of the conference on teacher shortage in science and mathematics: Myths, realities, and research. Columbia, MO: Center for Research in Social Behavior, Technical Report No. 321.
- Good, T., & Hinkel, G. (1984). School process in private and public elementary schools. Columbia, MO: Center for Research in Social Behavior, Technical Report No. 342.
- Good, T., & Limbacher, P. Stability of student teachers' attitudes toward students. Columbia, MO: Center for Research in Social Behavior, Technical Report No. 84.
- Good, T., Mason, D., & Grouws, D. (1988). Small-group coding manual. Columbia, MO: Center for Research in Social Behavior, Technical Report No. 439.
- Good, T., & Power, C. Differential strategies for classroom success: A theoretical model. Columbia, MO: Center for Research in Social Behavior, Technical Report No. 100.
- Good, T., Schmidt, L., Peck, R., & Williams, D. (October, 1969). Teacher assessment of pupil capability. Austin, TX: Research and Development Center for Teacher Education Report Series.
- Good, T., Slavings, R., & Mason, D. (1987). Learning to ask questions: Grade and school effects. Columbia, MO: Center for Research in Social Behavior, Technical Report No. 435.
- Good, T., Williams, D., Peck, R., & Schmidt, L. (September, 1969). Listening to teachers. Austin, TX: Research and Development Center for Teacher Education Report Series.
- Grouws, D., & Good, T. The status of manipulative materials in elementary school mathematics instruction. Columbia, MO: Center for Research in Social Behavior, Technical Report No. 107.
- Grouws, D., & Good, T. Verbal problem solving manual: Missouri mathematics effectiveness project (MMEP). Columbia, MO: Center for Research in Social Behavior, Technical Report No. 155.
- Grouws, D., & Good, T. (1987). Teaching mathematical problem solving: Consistency and variation in student performance in the classes of junior high school teachers. Columbia, MO: Center for Research in Social Behavior, Technical Report No. 429.
- Grouws, T., & Good, T. (1987). Mathematical problem solving: Can it be taught effectively? Columbia, MO: Center for Research in Social Behavior, Technical Report No. 442.
- Mason, D., Good, T., & Grouws, D. (1987). Principals' beliefs about mathematics teaching: An interview study. Columbia, MO: Center for Research in Social Behavior, Technical Report No. 426.
- Price, D., & Good, T. Individualization in IGE schools: Some behavioral program results. Columbia, MO: Center for Research in Social Behavior, Technical Report No. 118.
- Reys, B., & Good, T. (1988). A system for coding behavior during mathematics instruction using work group. Columbia, MO: Center for Research in Social Behavior, Technical Report No. 440.
- Young, E., & Good, T. (1973). Extension of the Brophy-Good dyadic interaction and analysis system: Instruction guide for coding vocational education classes. Columbia, MO: Center for Research in Social Behavior, Technical Report No. 87.

Note: Sometime ago I stopped listing technical reports since virtually all of my technical reports eventually became articles or chapters.

Book Reviews

- Good, T. (1973). (Reviewed *Listening: Reading Volume II* by S. Duker). *Contemporary Psychology*, 18, 65-66.
- Good, T. (1976). (Reviewed *Teaching Styles and Pupil Progress* by N. Bennett et al., Open Books Publishing Ltd., 1976) in the *Journal of Curriculum Studies*, 8, 183-186.
- Good, T. (1984). (Reviewed *Schooling in America: Scapegoat and Salvation* by Seymour B. Sarason, New York: The Free Press, 1983). No more homework-no more school! *Contemporary Psychology*, 29, 858-861.
- Good, T., & Tom, D. (1985). Classroom motivation: A review of four position papers. In R. Ames and C. Ames (Ed.), *Research in Motivation on Education: Vol. 2*. Orlando, FL: Academic Press.

Teaching Experience

- Fall, 1967 and Spring, 1968 - Taught an undergraduate educational psychology course in Human Learning and Development at Indiana University.
- Fall, 1968 and Spring, 1971 - Taught undergraduate courses in educational psychology and served as coordinator for undergraduate sections of elementary educational psychology and taught graduate conference courses in teacher behavior at the University of Texas.
- Fall, 1971 and Spring, 1972 - Helped to design and implement the D110 "Secondary School Teaching" course for undergraduates.
- Spring, 1972 - Present - Teaching duties have included presenting graduate courses in:

Analysis of Instructional Behavior
Classroom Research
Affective Development

Comment: University of Missouri-- I specialized in offering course work on the analysis of instructional behavior for master and doctoral level students. I also developed an advanced doctoral level course focused on classroom research. The intent was to establish a two course sequence in the department that would allow students to have systematic exposure to recent research on classroom teaching and learning. This course was also required for students seeking principal certification in the educational administration department.

Comment: University of Arizona--At the University of Arizona, I have routinely taught the undergraduate course in educational psychology (EdP 310). On occasion, I have offered seminars on the informal curriculum (EdP 615a) and psychological theories in the classroom (EdP 605). Both of these courses are taught regularly. I have also developed a new course, Seminal Reading in Educational Psychology which is taught frequently (every third semester). In the next few years I will primarily teach three course: ED P505, Seminal Readings in Education and Educational Psychology; ED P613, Psychological Theory in Educational Practice; ED P 615, The Informal Curriculum.

Dissertations Directed at the University of Texas

J. Neville Sikes (Differential behavior of male and female teachers with male and female students, 1971, University of Texas-Austin).

Dissertations Directed at the University of Missouri

Friedel Chris Maasdorf (Effects of an individualized instruction program on student achievement and anxiety, 1976).

David Aldwyn Price (The effects of individually guided education processes on achievement and attitudes of elementary school students, 1977).

John Woods (A psychometric evaluation of the school sentiment index and elementary students' attitudes toward school, 1977).

Davar Mohammadi Boghai (A comparison of the effects of laboratory and discussion sequences on learning college chemistry, 1978).

Frank Dean Cone (The effects of class size on student outcome variables: A review and synthesis, 1978).

Helen A. Heitgerd (Teacher and student characteristics as determined by pace in an elementary school mathematics program, 1978).

Abdullah Jassem Alhajri (Effect of seat position on school performance of Kuwaiti students, 1981).

Terrill Beckerman (A study of the main and interactive effects of student types, sex, and a treatment program on the mathematics achievement and attitudes of fourth-grade students, 1981).

Susan Chevalier (Students' questions in elementary science classes, 1986).

John Neal (A comparison of differently sized cooperative and competitive groups, using a microcomputer simulation to teach integrated science process skills, 1987).

Catherine Mulryan (A study of intermediate-grade students' involvement and participation in cooperative small groups in mathematics, 1989).

DeWayne Mason (The effects of two small-group models of active teaching and active learning on elementary school mathematics achievement, 1990).

Master's Theses Directed at University of Arizona

Sean LaRoque (Behavioral consultation and the training of school psychologists, 1997).

Sharon Nichols (Students in the classroom: Engagement and perceptions of fairness, 1997).

José Santos (Perceptions of dropping out of school: Students' beliefs in one southwestern junior high school, 1997).

Lisa Sherrill (Student participation in school, 1997).

Jian-hua Jian (Teacher efficacy: A situational-specific construct, 1998).

Alesha Kientzler (An empirical study exploring students' perception of personal disengagement in physical activity, 1998).

Robin Roberts (College adolescents: An emerging risk group for HIV/AIDS acquisition, 1998).

Henry Tsang (The interaction of gender and grade level in high school students' expectations to attend college, 2001).

Jizhi Zhang (Influences of peer groups on young Chinese adolescents' academic achievement, 2003)

Tiffany Esther (Predicted Beliefs about Teaching: The Missing Link between Teacher Preparation and Beginning Performance 2006)

Sarah Grace (Teacher Self-Efficacy and Preparation: A Two-year Study Analyzing Middle Level Teacher' Beliefs, 2006)

Jessie Kosorok and Adrienne Del Rio (Differences in the Student/Teacher Relationship with Respect to Social Class, 2007)

Amy Scully (Effects of Teaching Experience on Perceived Effectiveness and Opinions of NCLB, 2008).

Gana Sobolevs'ka (Correlation between college students' time management skills and their self-efficacy beliefs. 2009)

Emily Borland (Preschool activities for parents with limited resources: A survey of early childhood experts. 2010)

Chaired MA Outcome Assessment

Judy Stoner (2008)

Jaclyn Richman (2008)

Chaired Ed Specialist

Helen Infanti (2009)

Ph.D Theses Directed at University of Arizona

Tracey Benson (Systems Thinking: Teachers' emerging conceptions and implementation, 2001).

Sharon Nichols (The role of belongingness in middle school students—motivational adaptation to a new school setting: Do fresh starts make a difference? 2003).

Henry Yen-Chang Tsang (Using standardized performance observations and interviews to assess the impact of teacher education, 2003).

Michele Mitchell (A Study of the Attributional Style and Performance of Elite NCAA Divers, 2007)

Jizhi Zhang (Co-directed with Darrell Sabers) (The Growth Pattern of First-Year Teachers Teaching Practices within the First year: Do type of preparation and grade level make a difference? 2007)

Wayne Brent (Uses of technology to support reflective teaching practices. 2010)

Current MA Students

Jessica Coltrin, Lauren Franklin, Joseph Longacre, Cammie Lichfield, Kostya Nakazny, Dan Schemmel, Noor Tamimi, Sara Vogelei, Lea Yazigi.

Current Ph.D Students

Christine Calderon, Elizabeth Freiburg, Jiangyue Gu, Jessie Kosorok, Lisa Napoleon,

Invited Presentations

Some of my invited presentations have included:

Invited Address for Presidential Commission on Mathematics at Stanford University

Colloquium for School of Education faculty and students at Indiana University.

Colloquium for School of Education faculty and students at Ohio State University.

Colloquium for School of Education faculty and students at the University of Minnesota.

Colloquium for School of Education faculty and students at the University of Michigan.

Colloquium for School of Education faculty and students at the University of California-Los Angeles.

Colloquium for Department of Psychology faculty and students at the University of California-Berkeley.

Colloquium for College of Education faculty and students at the University of Virginia.

Colloquium for School of Education faculty and students at Iowa State University.

Colloquium for School of Education faculty and students at Oklahoma University.

Colloquium for School of Education faculty and students at Iowa University.

Colloquium for School of Education faculty and students at Kansas State University.

Colloquium for School of Education faculty and students at University of Maryland.

Colloquium for School of Education faculty and students at University of Kentucky.

Colloquium for School of Education faculty and students at Michigan State University.

Colloquium for School of Education faculty and students at Mississippi State University.

Colloquium for School of Education faculty and students at the St. Louis campus of the University of Missouri.

Colloquium for School of Education faculty and students at the University of Las Vegas.

Colloquium for School of Education faculty and students at Vanderbilt University.

Colloquium for School of Education faculty and students at University of Texas.

Invited presentation at Chancellor's Invitational Conference on Teacher Education, University of North Carolina.

Presentation at the Sixty-first Annual Conference "Evaluation in the Schools", University of Iowa.

Presentation to teachers participating in the Equal Opportunity Project, Los Angeles California County School District.

Presentation to teachers participating in equity project, Milwaukee, Wisconsin County School District.

Presentation at Australian Association for Research in Education meeting, Sydney, Australia.

Presentation at Sixth Annual Missouri State Kindergarten Conference.

Keynote address for South Pacific Teacher Educator's Association meeting, Brisbane, Australia.

Keynote address for International Congress for Effective Schools, Rotterdam, The Netherlands.

Presentation at Eighth Annual Missouri State Kindergarten Conference.

Presentation at State Meeting of Missouri State Teachers Association.

Presentation at Stephens College.

Presentation at the Center for Mathematics Investigations, Guanajuato, Mexico.

Presentation at State Remedial Reading Conference.

Presentation at Nebraska Association for Supervision and Curriculum Development Meeting.

Presentation at South Dakota Association for Supervision and Curriculum Development Meeting.

Presentation at State and National Meeting of ACCTE.

Invited address at the Fourteenth National Symposium for Professionals in Evaluation and Research, Tallahassee, Florida (sponsored by Phi Delta Kappa).

Invited address at the Fifty-ninth Annual Meeting of the National Council of Teachers of Mathematics, St. Louis, Missouri.

Invited address at AACTE Meeting, Detroit, Michigan.

Presentation at Regional Meeting of AEYC.

Presentation for Education faculty and students at James Cook University, Townsville, Australia.

Presentations at various Delta Kappa Gamma and Phi Delta Kappa meetings.

Presentation to invited faculty members and students, College of Education, Monash University, Melbourne, Australia.

Presentation to invited faculty members and students from the College of Education at the University of North Carolina.

Presentation to invited faculty members and students from the College of Education at Eastern Illinois University.

Presentation at Institute for Education Research, Goteborg, Sweden.

Presentation at the invited conference for the International Study of Teaching, Memorial University of Newfoundland.

Discussant at the National Invitational Conference on Teacher and Student Perceptions, University of Pittsburgh.

Presentation at the Research on Teaching Conference (co-sponsored by the National Institute of Education), San Diego, California.

Presentation at the Research on Teaching Conference (co-sponsored by the National Institute of Education), Austin, Texas.

Presentation at Conference of the National Council of Supervisors of Mathematics, Anaheim, California.

Invited address at the Fourth International Congress on Mathematical Education, Berkeley, California.

Participant in an Invited Conference on Student Diversity at the University of Wisconsin, Madison, Wisconsin.

Invited presentation at the 16th Annual Reading Conference, University of Missouri, Columbia, Missouri.

Invited presentation for the National Leadership Conference on Basic Skills, San Marcus, Texas.

Invited address for Australian Association for Research in Education meeting, Perth, Australia.

Invited address (Division C) Annual Meeting of the American Educational Research Association, Boston, Massachusetts.

Invited symposium (Division C) Annual Meeting of the American Educational Research Association, Los Angeles,

California.

Presentation at the Land Grant University Deans of Education Conference, St. Louis, Missouri.

Presentation for a large group of administrators, teachers, and parents sponsored by the Maryland State Department of Education.

Presentation for teachers and administrators, San Diego, California Public Schools.

Presentation to urban teachers in St. Louis, Missouri sponsored by the Danforth Foundation.

Participant in a conference sponsored by the National Institute of Education, The Implications of Research on Teaching for Practice, Airlie House, Virginia.

Presentation at Missouri State Leadership Academy Meeting.

Presentation at Principal Leadership Academy for the State of West Virginia.

Presented an invited paper to the National Commission on Excellence in Education, Washington, D.C.

Invited address (Division C) Annual Meeting of the American Educational Research Association, Montreal, Canada.

Address presented at the University of Michigan.

Paper presentation at the Center for Investigation in Mathematics, Guanajuato, Mexico.

Paper presentation at the annual meeting of the National Council of Teachers of Mathematics, New Orleans.

Paper presentation at a conference of the U.S. Department of Education Office of Educational Research and Improvement, Arlington, VA.

Delivered an invited address on teacher expectations at Tamkang University, Taipei, Taiwan.

Service: Journal Guest Editorship (all at The University of Arizona)

Good, T. (1996, November). *Educational Researcher*, 25 (8).

Good, T. (1996, December). *Educational Researcher*, 25 (9).

Good, T., & Levin, J. (2001, Spring). Special Issue: Educational Psychology: Yesterday, Today, and Tomorrow. *Educational Psychologist*, 36 (2).

McCaslin, M., & Good, T. (2008). Special Issue: School Reform Matters. *Teachers College Record*, Vol. 110, Nov, 2008.

Service: University of Missouri

University committee work has included:

President, Graduate Faculty Senate

Chair, Provost Search Committee

Member, University of Missouri Press Board

Member, Dean's Search Committee, College of Education

Elected Faculty Council Member

Member, Faculty Council Executive Committee

MASUA honors lecturer: representing the University of Missouri in the 1980 Big Eight Lecture Exchange Program

Member, University Research Council

Chair, UMC System Doctoral Council

University Research Council (chair, summer)

Faculty Advisor, College of General Studies

Member, Academic Affairs Committee

Member of Chancellor Award Committee

Elected Faculty Senator

Member, Weldon Springs Research Committee

Member, Weldon Springs Research Committee

Summer Director, Center for Research in Social Behavior

Executive Committee, Center for Research in Social Behavior

University Committee for Review of Human Subjects

Acting Director, Center for Research in Social Behavior (1977-78; 1984-85)

Curriculum Committee, College of Education

Graduate Council Ad Hoc Advisory Committee on Research Grants and Contracts

Member of Social Science Sector Review Committee for Weldon Springs Competition

Numerous committees and ad hoc committees within the Department of Curriculum and Instruction

Member, campus review-evaluation committee for the Department of Housing and Interior Design

Chairman , review committee examining research proposals for the joint Centers for Aging Studies

Chairman, College of Education Guest Speaker Committee

Service on numerous doctoral committees including committees in Child and Family Development, Psychology, Sociology, as well as various departments in Education

Member, Departmental Promotion and Tenure Committee

Department Chair, Department of Educational Psychology

Member PPB

Member, University Performance Evaluation Committee

Chair, Technology Task Force, College of Education

Member, Administrative Review Task Force, College of Education

Member, Graduate Admission Committee, Department of Educational Psychology

Member, Search Committee for Smith Endowed Chair, College of Education

Member, Educational Leadership Search Committee

Member, Strategic Planning Committee, College of Education

Member, Faculty Council, College of Education

Conference Organizer, President's K-16 Council Conference

Chair of three search committees in EDP

Member Dean's Review Committee

Service: Professional Activities

My professional activities have included:

Editor, *Elementary School Journal* (present).

Advisory Editor for *The Asia Pacific Journal of Teacher Education* (Former).

Advisory Editor for the *International Journal of Childhood Education* (Former).

Advisory Editor for *Teaching and Teacher Education: An International Journal of Research Studies* (Former).

Advisory Editor for *Social Psychology of Education* (Former).

Advisory Editor for the *Journal of Experimental Education* (Former).

Advisory Editor for the review section of the *Journal of Teacher Education* (Former).

Member of the editorial board for the *Research on Teaching Monograph Series* published by Teachers College Press (Former).

Ad hoc reviewer for numerous journals including the *American Educational Research Journal*, *American Sociologist*, *Review of Educational Research*, and *Sociology of Education*.

Senior Researcher, National Center for Research on Teacher Education, Michigan State University (present).

NACTE Evaluation team member: Harvard Graduate School of Education.

Member of National Curriculum Committee for the Holmes Group.

Member of writing team writing chapters for a volume synthesizing recent research and its policy implications, sponsored by the National Institute of Education.

Member of the National Advisory Board for the Research and Development Center on Teacher education at the University of Texas.

Member of State of Missouri Curriculum Oversight Committee.

Member of National Ad Hoc Committee to Explore Research and Development Issues in Education, appointed by the National Academy of Education.

Member of an Advisory Panel for one research division of the Institute for Research on Teaching, Michigan State University.

Member of the National Teachers Examination Research and Development Committee.

Member of the National Advisory Panel for the Northwest Regional Laboratory (Multicultural Program), Portland, Oregon.

National Institute of Education Conference on Studies in Teaching (planning new research directions at NIE).

National Science Foundation Conference on Research Priorities (planning new research directions at NSF).

Member of the editorial board for the *Handbook of Research on Teaching* (3rd ed.).

Served on Missouri State Advisory Committee on Early Childhood Education.

Served as a consultant for the National Child Development Association Program (Office of Child Development).

Member of editorial board for the National Society for the Study of Education (1979 Yearbook).

Chair, evaluation assessment of the Department of Curriculum and Instruction, University of Wisconsin, Madison, Wisconsin.

Citizens Educational Goals Committee, Columbia Public Schools.

Frequent reviewer of research proposals for the National Institute of Education and the National Science Foundation.

Consultant to the National Commission of the States, Denver, Colorado.

Consultant to training conference sponsored by the Department of Special Education at the University of Texas and supported by funds from the Bureau of Education for the Handicapped (USOE).

Consultant to Research and Development Center for Teacher Education, University of Texas.

Consultant to inservice training programs of Texas Education Agency and Region III, Education Service Center (State of Texas).

Frequent research reviewer for Title IV proposals: State of Missouri.

Meta-evaluator for Stage III of the Memphis City Schools Evaluation Project.

Member of final funding review team for proposals submitted to the National Institute of Education.

Member (elected) of executive committee--American Educational Research Association.

Present Professional Memberships

American Educational Research Association
American Psychological Association (Fellow: Division I and XV).
Phi Kappa Phi

Awards

Indiana University: Outstanding Education Alumnus Award
University of Missouri: Faculty Alumni Award
ATE Outstanding Teacher Educator in America Award
AACTE Outstanding JTE Article

Biography Listings

Who's Who in America
Who's Who in American Education
Who's Who in Writers, Editors & Poets
International Biography
Men of Achievement
Leader in Education
Outstanding Young Americans
Contemporary Authors