



# Your Introduction to Education

Explorations in Teaching

Fourth Edition



Sara Davis Powell

# Your Introduction to Education:

Explorations in Teaching

Fourth Edition

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### ***Dedication***

*Jesse White teaches in an innovative charter school where students learn through experimentation and real-life problem solving. He represents dedicated teachers everywhere who use their creativity and energy to engage students in the teaching and learning process—teachers who make critical differences in the lives of their students. To these teachers, and to Jesse, my son, I dedicate this fourth edition.*

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# Preface

Using an approach that is unique among introduction to education college texts, the fourth edition of *Your Introduction to Education: Explorations in Teaching* takes you on a journey into authentic classrooms. It guides you through issues and dilemmas as they affect real teachers and students in real schools to help you determine whether teaching is for you and, if so, what your teaching identity may be.

The most distinctive feature of this text is how it weaves the real-life experiences of 8 teachers and 8 students from 4 schools across the country into its content. These people and places are drawn from urban, suburban, and rural settings, allowing you to examine teaching and learning from a variety of perspectives.

The teachers and students are from Summit Station, Ohio; Spanish Fork, Utah; Mt. Pleasant, South Carolina; and Fresno, California. Classroom scenarios, person-to-person features, and nearly every photo in this book—along with hours of video—are the direct result of time the author spent at each school with every one of the teachers, principals, students, and family members we met.

Current and relevant issues in education are discussed in engaging ways through two features: The Opinion Page and SocialMedia. **The Opinion Page** feature presents real opinion editorials published in recent newspapers from across the country to explore today's dilemmas and controversies. You are asked to think about your own opinions and respond to prompts that require reflection and critical thinking. In each **SocialMedia** feature, a social media tool is presented through a teaching and learning lens to ignite your imagination and sense of innovation concerning possibilities for your own future classrooms.

The **art** and **service** of teaching are emphasized right alongside the **science** of teaching. Just as we know that effective teachers teach the *whole* child, we also know that teachers are most effective when they use their minds and hearts, as well as their gifts and talents, to interact with students in growth-promoting ways.

Each chapter begins with a **Dear Reader** letter that introduces in personal and engaging ways the topics to come. This book, built entirely on authentic classroom experience, will empower future teachers to *explore* content and classrooms, *reflect* on their learning, and *develop* an image of the teacher they aspire to be.

## New to this Edition

**Dynamic content designed for the way today's students read, think, and learn brings concepts to life:**

- Self-exploration inventories called **Where Do I Stand?** occur at the beginning of each major section of the book. These inventories activate your prior knowledge and opinions—a teaching strategy that promotes interest and effectively sets the stage for learning.

## Important Content Changes in the New Edition

### **NUMEROUS NEW TABLES AND FIGURES DEPICTING THE SOCIETAL CONTEXT OF CHILDREN AND ADOLESCENTS**

Future teachers envision realistic portrayals of dilemmas and life circumstances of the children and adolescents who will fill their classrooms.

### **INCREASED EMPHASIS ON BULLYING PREVENTION**

Future teachers learn to recognize signs and symptoms of bullying in its many forms—including cyberbullying, along with productive ways to approach the bully, the bullied, and the bystander.

### **TABLES DETAILING LAWS AND THEIR IMPLICATIONS FOR TEACHERS**

Future teachers need to have a basic understanding of how laws affect them, their students, and their profession. The tables help you comprehend implications of multiple case law rulings through commonsense explanations, written in easy-to-understand language.

### **COMMENTARY ON CURRENT ATTACKS ON PUBLIC EDUCATION**

Because public education is just that—public—it will always be the topic of discussion, often disparagingly, of all who attended or didn't attend public schools. Some find public education to be the hope of the future and some blame much of what they view as wrong in our country on public schools. This pretty much describes everyone. Read and reflect on the commentary in Chapter 12 concerning what appears to be attacks on public teaching and learning.

### **COMPARING AND CONTRASTING U.S. PUBLIC SCHOOLS AND FINISH SCHOOLS**

An examination of the context and practices of U.S. public schools and those of other countries helps us better understand possible reasons for international test score disparities, as well as innovations to improve teaching and learning in the 21st century. In recent years, U.S. educators searching for possible solutions to dilemmas have looked to Finland, an international leader when countries are compared. In a special section, public education in Finland is explored.

specific opportunities to meet and get to know these important people. Look for the **Teaching in Focus** headings to alert you to opportunities to get acquainted.

## Teaching in Focus

We visit classrooms of the teachers you come to know as they talk about specific topics that affect their classroom teaching in **Teaching in Focus** features throughout each chapter. Each of these features is accompanied by a picture of the teacher speaking to us in his or her own words. Watch the interviews, room tours, and lessons as you read about these outstanding teachers.

## Where Do I Stand?

These five fascinating inventories ask you to think about concepts before reading more about them. Not only does this engage you in what's to come but it also helps you personalize information you are asked to examine and reexamine as each chapter progresses.

# This text will help you REFLECT On Your Evolving Understanding of Yourself as an Educator

**POINT OF REFLECTION** These features ask you to pause and think through what you've read and apply the ideas to your own notions of teaching and learning. You will find **Points of Reflection** throughout each chapter.

# This text will help you EXPLORE Teaching and Classrooms

## Authentic Classrooms

The teachers and students you will meet and revisit throughout the text are *real* teachers and students who teach and learn in authentic classrooms. You'll have many

**THE OPINION PAGE** This feature in each chapter explores issues in education through opinion editorials published in newspapers, asking you to consider the expressed opinions, the issues, and your own opinions, and then to respond to items related to **The Opinion Page** piece. The context is set by the chapter content, along with background information about the specific topic or issue involved.

**DEVELOPING PROFESSIONAL COMPETENCE** This end-of-chapter feature probes the issues of classroom teaching and helps prepare you for licensure exams by posing a case, again featuring the focus teachers you have come to know. Following the case are multiple-choice and essay questions that connect classroom issues with pertinent standards, providing an excellent study tool.



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| <b>Chapter 7: History of Education in the United States</b>                               | 212: Kindergarten<br>219: Montessori Method   | 211–212: Common Schools  | 219: Junior High and Middle School   | 215: <i>Teaching in Focus</i><br>204–205: Latin grammar school<br>208–209: Academies<br>212: Secondary schools<br>229: <i>Teaching in Focus</i>                                    |
| <b>Chapter 8: Philosophical Foundations of Education in the United States</b>             |   | 236: <i>Teaching in Focus</i><br>245: <i>Teaching in Focus</i><br>251: Brenda's Philosophy Tree          | 247: <i>Teaching in Focus</i>  |  |
| <b>Chapter 9: The Societal Context of Schooling in the United States</b>                  | 258: Child abuse statistics<br>272–274: Childhood obesity study                                       | 261: <i>Teaching in Focus</i><br>268–270: Substance abuse statistics<br>272–274: Childhood obesity study | 268–270: Substance abuse statistics<br>270–272: Sexuality-Related Concerns<br>275–276: Suicide           | 268–270: Substance abuse statistics<br>270–272: Sexuality-Related Concerns<br>275–276: Suicide<br>278–280: Immigration<br>280–281: Bullying and Columbine<br>285–289: Dropping Out |
| <b>Chapter 10: Ethical and Legal Issues in U.S. Schools</b>                               | 296: Recognizing Ethical Dilemmas   | 296: Recognizing Ethical Dilemmas  | 296: Recognizing Ethical Dilemmas<br>305–306, 308–309: Legal cases                                       | 296: Recognizing Ethical Dilemmas<br>305–306, 308–309: Legal cases   |
| <b>Chapter 11: Governing and Financing Public Schools</b>                                 | 338: Characteristics of Principals  | 338: Characteristics of Principals   | 338: Characteristics of Principals   | 338: Characteristics of Principals   |
| <b>Chapter 12: Professionalism in Relationships, Reality, and Reform</b>                  | 358: <i>Teaching in Focus</i>   | 364: <i>Teaching in Focus</i>  | 364: <i>Teaching in Focus</i><br>380: <i>Teaching in Focus</i>   |  |

**DEVELOP GRADE LEVEL AND CONTENT UNDERSTANDING** Throughout this text, your attention is drawn to the basic levels of early childhood, elementary, middle school, and high school. Regardless of the school grade configuration, student growth and learning generally move along a continuum that we address within these four broad levels.

We approach teaching and learning differently based largely on the developmental level of the students. A first-grade teacher in a primary school and a first-grade teacher in an elementary school both teach children in the phase of early childhood. Similarly, sixth-grade students in an elementary school and sixth-grade students in a middle school are all

young adolescents in the middle-level phase of development. The following table indicates where you can find grade-level specific information about a range of content in the text.

## Ancillaries

The following supplements to the textbook are available for download. Visit [www.pearsonhighered.com](http://www.pearsonhighered.com); enter the author, title, or ISBN; and then select this textbook, *Your Introduction to Education: Explorations in Teaching*, 4th edition. Click on the “Resources” button to view and download the supplements detailed below.

## Online Instructor’s Manual with Test Items

An expanded and improved online Instructor’s Resource Manual (0-13-356337-5) includes numerous recommendations for presenting and extending text content. The manual consists of chapter overviews, focus questions, outlines, suggested teaching strategies, and Web resources that cover the essential concepts addressed in each chapter. You’ll also find a complete chapter-by-chapter bank of test items.

This new edition Instructors’ Manual also includes a detailed mapping of 162 text features to the subcategories of the 10 InTASC Standards and the edTPA content addressing planning, instruction, and assessment, all in one comprehensive table.

## Digital Test Generator

The computerized test bank software, Test Gen (0-13-356339-1), allows instructors to create and customize exams for classroom testing and for other specialized delivery options, such as over a local area network or on the Web. A test bank typically contains a large set of test items, organized by chapter, and ready for your use in creating a test based on the associated textbook material. The tests can be downloaded in the following formats:

- **TestGen** Testbank file—PC
- **TestGen** Testbank file—MAC
- **TestGen** Testbank—Blackboard 9
- **TestGen** Testbank—Blackboard CE/Vista (WebCT)
- **Angel** Test Bank
- **D2L** Test Bank
- **Moodle** Test Bank
- **Sakai** Test Bank

## Powerpoint Slides

These lecture slides (0-13-356335-9) highlight key concepts and summarize key content from each chapter of the text.

## Acknowledgments

As a teacher and teacher educator for more than four decades, I found the writing of this text to be a labor of love. I have experienced extraordinary professional development opportunities through this project as I have probed deeply the many and varied issues involved in teaching PreK–12 children and adolescents.

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# Chapter 1

# Teachers and the Teaching Profession

## Learning Objectives

*After studying this chapter, you will have knowledge and skills to:*

- 1.1** Explain who teaches in the United States and why.
- 1.2** Summarize ways to prepare to teach.
- 1.3** Determine if teaching is a profession.
- 1.4** Identify characteristics of teacher professionalism.
- 1.5** Describe the characteristics of effective teachers.

### **Dear Reader**

No African tribe is considered to have warriors more fearsome than the Masai. Even with this reputation, the traditional greeting between Masai warriors is *Kassarian ingera*, which means “And how are the children?”

This traditional tribal greeting acknowledges the high value the Masai place on their children’s well-being. Even warriors with no children of their own give the traditional answer, “All the children are well,” meaning that peace and safety prevail; that the priority of protecting the young, the powerless, is in place; and that Masai society has not forgotten its proper function and responsibility, its reason for being. “All the children are well” means that life is good.

When teachers hear the word *multitasking*, most teachers just grin, knowing that they are, and always have been, expert multitaskers. It’s nothing new, it’s not something they have to practice—it is simply how teachers do their work day in and day out. The hundreds of decisions that teachers make each day; the ever-changing scenarios that confront them hour to hour, minute to minute; and the faces of the students they serve, 20 to 120 at a time, create multiple roles that teachers fill simultaneously—all for the well-being of the children and adolescents in their care.

If we greeted each other with the Masai’s daily question, “And how are the children?” how might it affect our awareness of children’s welfare in the United States? If we asked this question of each other a dozen times a day, would it begin to make a difference in the reality of how children are thought of and cared for in the United States?

If everyone among us, teacher and nonteacher, parent and nonparent, comes to feel a shared sense of responsibility for the daily care and protection of all the children in our community, in our town, in our state, and in our country, we might truly be able to answer without hesitation, “The children are well. Yes, all the children are well.”

## Where Do I Stand?



Click here to complete the inventory online

*This is the first of the self-exploration inventories you will also complete at the beginning of Chapters 4, 6, 7, and 9. The purpose of the inventories is to activate your prior knowledge and opinions, a teaching strategy that promotes interest and effectively sets the stage for learning. As you explore the content of your course and this text, some of your initial responses will likely change. This is how we grow. We consider what we know and what we think. Then we explore and learn more and more, leading to inevitable changes of opinions and broadening of perspectives. Exciting prospect, don't you think?*

*This first inventory helps you explore your personal reasons for considering teaching as a career. Read each item and decide how meaningful it is to you. If an item resonates very strongly within you, then choose "4: I strongly agree." Reserve a choice of "4" for those items you genuinely care most about. If you agree with a statement, but are not overly enthusiastic about it, then choose "3: I agree." If you really don't care one way or the other about a statement, choose "2: I don't have an opinion." If you simply disagree with a statement, choose "1: I disagree." If you feel adamantly opposed to a statement, choose "0: I strongly disagree." In this inventory, **there are no right or wrong answers, just differing experiences and viewpoints.** Following the inventory are directions for how to organize your responses and what they may indicate in terms of where you stand.*

**4 I strongly agree**

**3 I agree**

**2 I don't have an opinion**

**1 I disagree**

**0 I strongly disagree**

- \_\_\_ 1. Some of my fondest memories involve experiences working with children/teens.
- \_\_\_ 2. The health insurance and retirement benefits of teaching mean a lot to me.
- \_\_\_ 3. In K–12 school I excelled in a particular subject.
- \_\_\_ 4. As a teacher, I look forward to growing professionally.
- \_\_\_ 5. At least one member of my family is an educator.
- \_\_\_ 6. I am considering teaching because I believe education has necessary societal value.
- \_\_\_ 7. Teaching is most worthwhile because of the opportunity to influence students.
- \_\_\_ 8. Although I may be interested in other professions, the stability of a career in the public school system draws me to teaching.
- \_\_\_ 9. Both the daily work hours and the yearly schedule of a teacher appeal to me.
- \_\_\_ 10. Doing the same thing in the same way repeatedly does not appeal to me.
- \_\_\_ 11. My desire to teach is based on my love of a particular subject.
- \_\_\_ 12. There was a teacher in my K–12 experiences who had a profound impact on my life.
- \_\_\_ 13. Change is invigorating to me.
- \_\_\_ 14. A teacher's primary task is to help students become productive citizens.
- \_\_\_ 15. Being with children/adolescents is something I enjoy and look forward to.
- \_\_\_ 16. I am anxious to read whatever I can about the teaching profession.
- \_\_\_ 17. A major reason for choosing the teaching profession is the appeal of having holidays and spring break time off.
- \_\_\_ 18. Being a teacher means always having a job.
- \_\_\_ 19. Education is necessary for the continued success of our country.
- \_\_\_ 20. I have very fond memories of my relationship with one or more teachers in K–12 school.
- \_\_\_ 21. Having a long summer vacation means a lot to me.
- \_\_\_ 22. I have been drawn to topics in a particular subject area for years.
- \_\_\_ 23. Professional self-growth motivates me.





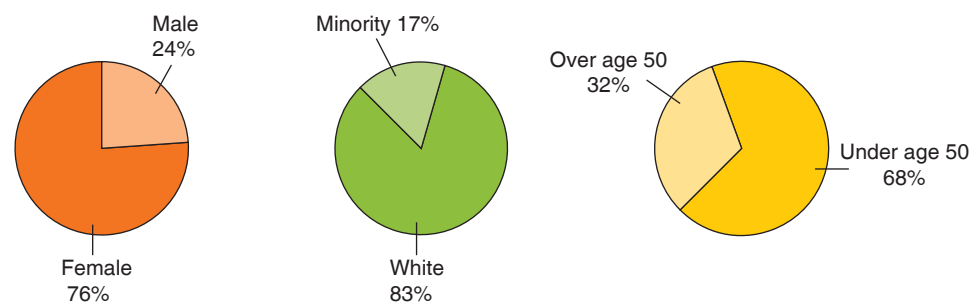
# 1.1 Who Teaches in the United States and Why?

## 1.1 Explain who teaches in the United States and why.

Teaching is the largest profession in the United States, with about 3.5 million teachers in both public and private schools (National Center for Education Statistics [NCES], 2016). Examine Figure 1.1 to see gender, race, and age statistics of these teachers. Most teachers are white and female. It is interesting to note, although probably not surprising, that 58% of high school teachers, 72% of middle school teachers, and 89% of elementary teachers are women (Ingersoll, Merrill, and Stuckey, 2014). There is considerable need for more diversity and gender balance in the teaching force. Do we want to discourage white women from becoming teachers? Absolutely not. Is there a need for more male teachers and teachers from minority population groups? Absolutely yes.

## Deciding to Teach

You are considering the most challenging and exhilarating career—one that is absolutely necessary for the preservation and enhancement of our way of life in the United States. Think about this: Teachers make every other profession possible. Most people join the teaching profession purposefully; some consider it a “calling.” Entering the teaching profession requires a commitment beyond that required by many other careers. Brenda Beyal discovered her calling to teach while preparing for a different career.



**Figure 1.1** U.S. teachers

**Based on:** Ingersoll, R., Merrill, L., & Stuckey, D. (2014). Seven trends: The transformation of the teaching force, updated April 2014. CPRE Report (#RR-80). Philadelphia: Consortium for Policy Research in Education, University of Pennsylvania.

Currently, the United States is in the midst of a teacher shortage, not necessarily at all levels and in all fields, but the shortage is real for math, science, special education, and teachers equipped to teach children for whom English is not their first language. Schools of education report far fewer teacher candidates enrolling in programs (Gardner, 2016). You are needed!

Helping you first make the decision to teach and then find your teaching identity is at the heart of this text. Exploring why other people choose to teach may help you clarify your own thoughts and desires. Although there are, of course, many personal reasons, let's consider some that are widely stated in research studies. As you read, reflect on your own reasons for thinking about teaching as a career.

**DESIRE TO WORK WITH CHILDREN AND/OR ADOLESCENTS.** Because 6 to 7 hours of a teacher's day are spent in direct contact with students, enjoying their company is a must. Getting to know the students we teach allows us to become familiar with their emotional and social needs as well as their cognitive needs. You may hear teachers talk about teaching the **whole child**. This simply means attending to all of a child's developmental stages and needs, along with teaching the child's grade-level and subject-area content. When we view the whole child, we realize the depth of our responsibilities as classroom teachers.

**BELIEF IN IMPORTANCE OF EDUCATION TO SOCIETY.** Education is widely viewed as the great equalizer. This means that differences in opportunity and privilege diminish as children reach their potential through quality education. In other words, the achievement gap narrows with the increased educational success of the students who historically underachieve. An **achievement gap** is a disparity among students, as some excel while others languish with respect to learning and academic success. Through teaching, you will make a difference in the lives of individuals and thereby benefit society as a whole.

**MOTIVATED BY VARIETY.** No two days as a classroom teacher are the same. Teaching is a service profession involving human beings, so surprises abound! Even the same basic lesson plan used years in a row is never the same because children and adolescents in a classroom setting vary by the year, semester, week, day, and, yes, within the same school day. If you enjoy ever-changing challenges and delights, you may be motivated by variety to join the teaching profession.

**IMPACT OF TEACHERS AND/OR FAMILY.** Can you name the last five vice presidents of the United States? How about the current Miss America? Who represents your home district in the state legislature? Who was your fifth-grade teacher? Who taught your favorite class when you were a freshman in high school? The last two questions are the easiest, aren't they? That's because teachers influence us. They are uniquely positioned to shape students' thoughts and interests during the formative years of childhood and adolescence.

Most of us who consider being teachers grew up in families that valued education and respected teachers. If there are teachers in your family who are energetic and enthusiastic about their careers, they may influence you to follow in their footsteps. Many teachers cite the influence of family as a factor in the decision to teach.

**INTEREST IN A PARTICULAR SUBJECT.** An intense interest in a subject area is important if you are going to teach that subject all day. Middle school is a happy compromise for people who have both a strong desire to work with students and a passion for a specific subject. Most middle school teachers teach one or possibly two subjects all day to students whose development is challenging and intriguing.

**OTHER FREQUENTLY CHOSEN REASONS.** A joke that's been around for a long time goes like this: "What are the three best things about teaching?" Answer: "June, July, August." Here's another: "What's the best time to be a teacher?" Answer: "Friday at 4."

Within our ranks we smile at these harmless jokes. But the *schedule and hours of teachers* attract some to the field. Those who have not taught, or don't understand the pressure of having 15 or 25 or even 100 students dependent on them for at least part of each day, may view the schedule of a teacher as excessively punctuated with days off. However, time away from school is well deserved, even if it is used to catch up on teaching-related tasks. The change of pace is refreshing, allowing opportunities for revitalization.

Aside from summer vacation and days off, other aspects of scheduling make teaching a desirable choice for many. During the school year, most teachers do not have students after about 3:30 or 4:00 in the afternoon. To people who work 8-to-5 jobs, 4:00 seems like a luxury. However, most teachers spend additional time either at school or at home planning for the next day and completing necessary administrative tasks. The teaching schedule allows for this kind of flexibility. A teacher's schedule is also ideal for families with school-age children. Having a daily routine similar to that of other family members has definite benefits.

The world will always need teachers. The prospect of *job security* is attractive to many who choose to teach. Those who are competent are generally assured positions, even in difficult economic times. It's unlikely that a career in teaching is chosen because of salary, although some districts and states are making progress in raising teachers' pay to be competitive with other fields that require a bachelor's degree. Table 1.1 ranks states based on mean average salary. Keep in mind that salary amounts alone do not reflect many of the financial benefits that accompany a teaching position. In addition to an annual salary, you will also likely receive healthcare benefits at a reduced rate, along with a pension or retirement plan and possibly more. These "extras" often amount to an additional 30 to 40% of your salary. This aspect of job security is important.

Teaching offers many *opportunities for self-growth*. Teachers experience growth, both personally and professionally, in many ways: through relationships, reading, attending conferences, and the wide variety of professional development opportunities available. Few careers are as exciting or as rewarding on a daily basis, including the satisfaction of having a positive impact on the future of children. Teaching is not a stagnant career; rather, it continually presents new experiences, all of which offer opportunities for self-growth.

In almost all states and school districts, teachers are paid for both longevity in the profession and levels of education completed. A beginning teacher with a master's degree will likely receive a higher salary than a beginning teacher with a bachelor's degree. Two teachers with bachelor's degrees will be paid differently if one has 3 years of teaching experience and the other has 15 years in the classroom. In many cases, a teacher with 3 years of experience may contribute to outstanding verifiable improvement in student achievement, whereas a more experienced teacher may have little to show with regard to influencing measurable student learning, makes no difference in compensation. Is this fair? No. Have we found ways to measure student growth and pay teachers accordingly? Some ideas exist. School systems have tried for decades to pay teachers based on performance, or merit, but without the kind of success that perpetuates merit pay to the satisfaction of those affected, the teachers themselves. Merit, or performance, pay is a hot topic in education, with education leaders at district, state, and federal levels proposing plans for paying teachers based on a variety of variables, including student success on standardized tests. However, most systems go back to teacher level of education and longevity as the determiners of pay because of the lack of measures that take inevitable student variability into account when considering test scores. We take a closer look at the pros and cons of merit pay in Chapter 12.

When considering salary, investigate the cost of living where you want to live. For example, teachers who teach in suburbs outside New York City may make more than \$100,000 a year. An examination of the cost of living in such places as Westchester County, New York, shows that \$100,000 there is equivalent to a much lower salary in

**Table 1.1** Teacher mean average salaries by state (2015-16)

| Rank Based on Mean Average Salary | State                | Mean Average Salary |
|-----------------------------------|----------------------|---------------------|
| 1                                 | New York             | \$79,152            |
| 2                                 | California           | \$77,179            |
| 3                                 | Massachusetts        | \$76,981            |
| 4                                 | District of Columbia | \$75,810            |
| 5                                 | Connecticut          | \$72,013            |
| 6                                 | New Jersey           | \$69,330            |
| 7                                 | Alaska               | \$67,443            |
| 8                                 | Maryland             | \$66,456            |
| 9                                 | Rhode Island         | \$66,197            |
| 10                                | New Hampshire        | \$65,616            |
| 11                                | Pennsylvania         | \$65,151            |
| 12                                | Michigan             | \$62,028            |
| 13                                | Illinois             | \$61,342            |
| 14                                | Oregon               | \$60,359            |
| 15                                | Delaware             | \$59,960            |
| 16                                | Vermont              | \$58,901            |
|                                   | <b>U.S Average</b>   | <b>\$58,353</b>     |
| 17                                | Wyoming              | \$58,140            |
| 18                                | Hawaii               | \$57,431            |
| 19                                | Nevada               | \$56,943            |
| 20                                | Minnesota            | \$56,913            |
| 21                                | Ohio                 | \$56,441            |
| 22                                | Iowa                 | \$54,416            |
| 23                                | Georgia              | \$54,190            |
| 24                                | Wisconsin            | \$54,115            |
| 25                                | Washington           | \$53,378            |
| 26                                | Kentucky             | \$52,134            |
| 27                                | Texas                | \$51,890            |
| 28                                | Virginia             | \$51,834            |
| 29                                | Nebraska             | \$51,386            |
| 30                                | Montana              | \$51,034            |
| 31                                | Indiana              | \$50,715            |
| 32                                | Maine                | \$50,498            |
| 33                                | North Dakota         | \$50,472            |
| 34                                | Louisiana            | \$49,745            |
| 35                                | Florida              | \$49,199            |
| 36                                | South Carolina       | \$48,796            |
| 37                                | Alabama              | \$48,518            |
| 38                                | Arkansas             | \$48,218            |
| 39                                | Tennessee            | \$48,217            |
| 40                                | Missouri             | \$47,957            |
| 41                                | North Carolina       | \$47,941            |
| 42                                | Kansas               | \$47,755            |
| 43                                | Arizona              | \$47,218            |
| 44                                | New Mexico           | \$47,163            |
| 45                                | Utah                 | \$46,887            |
| 46                                | Colorado             | \$46,155            |
| 47                                | Idaho                | \$46,122            |
| 48                                | West Virginia        | \$45,622            |
| 49                                | Oklahoma             | \$45,276            |
| 50                                | Mississippi          | \$42,744            |
| 51                                | South Dakota         | \$42,025            |

**Based on:** National Education Association. (2017). Rankings and Estimates. Copyright 2017 by the National Education Association. All Rights Reserved. Retrieved May 26, 2017, from [http://www.nea.org/assets/docs/2017\\_Rankings\\_and\\_Estimates\\_Report-FINAL-SECURED.pdf](http://www.nea.org/assets/docs/2017_Rankings_and_Estimates_Report-FINAL-SECURED.pdf)

most of small-town America. Also consider both the beginning salaries and the average salaries when thinking about a state in which you might want to teach. Some states may lure teachers with higher beginning salaries that tend to not grow as rapidly as in other states.

Teacher salaries tend to change often. For the most up-to-date numbers, check state department of education websites in addition to individual district websites. Often, salaries within a state can vary widely. For instance, in North Carolina the state sets the minimum salary with districts adding to the amount. Illustrating the advantage of finding the most recent data, North Carolina has increased beginning teacher salary from about \$31,000 in 2013 to over \$36,000 for the 2016–2017 school year, with individual districts adding from \$1,000 to \$8,000 to the amount. In Florida in 2016, average teacher salaries varied between \$39,044 in Union County, the smallest in the state, and \$58,389 in Monroe County, the county seat of Key West—almost a \$20,000 difference. When cost of living is considered, the difference is not as extreme.

Brandi Wade, one of our focus teachers at Summit Primary School in Summit Station, Ohio, tells us that perhaps we don't choose teaching, but rather teaching *chooses us*. Read about her philosophy in *Teaching in Focus*.

## Teaching in Focus

Throughout this text, you will read **Teaching in Focus** segments. These real-teacher scenarios help illustrate concepts you are learning. Some scenarios will include brief videos and follow-up questions, while others are stand-alone features. Read them carefully to better understand teachers' work in today's classrooms.

Brandi Wade, kindergarten, Summit Primary, Ohio. *In her own words.* . . .

It may not so much be that you choose teaching, but that teaching chooses you. It will be in your heart and on your mind constantly. Although it's never easy for more than 5 minutes at a time, teaching is the most important profession you can pursue. I am truly blessed to be a kindergarten teacher. I get to teach a different lesson, meet a different challenge, and see life from different perspectives every day in my classroom.



Sara Davis Powell

Laugh with the children, laugh at yourself, and never hold a grudge. Don't be afraid to say "I'm sorry" to a child when you have done something unprofessional or hurtful. If children do hurtful things, just hug them a little more tightly and make them feel safe. Children learn best when they feel safe and loved no matter what.

I don't teach to be remembered, although it's nice to think that you'll never be completely forgotten. I teach so that I can remember. I remember their personalities and how they

grow. I remember the times we struggled with learning and succeeded, as well as those times when we fell short of our goals. I remember the laughter and the tears we shared.

Some people say, "Leave school at school." The best teachers I know often lose sleep thinking about and worrying about their students. It's worth every toss and turn!

Reprinted by permission from Brandi Wade

### Point of Reflection 1.1

You discovered your top reasons for considering the teaching profession through *Where Do I Stand?* Are there other reasons we haven't discussed that perhaps resonate with you? If so, what are they?



## 1.2 How Do We Prepare to Teach?

### 1.2 Summarize ways to prepare to teach.

You may have heard it said of someone, “He’s just a natural-born teacher.” There’s some truth in this statement. Teaching comes more naturally to some than to others. With varying degrees of natural talent and inclination for teaching, we all have much to do to prepare to effectively make the teaching and learning connection. Our nature-given attributes must be enhanced by the knowledge and skills gained through studying content, learning about theory and methods of teaching, being mentored, reading, observing, practicing, and reflecting.

Each state has its own preparation requirements for those who teach in public school classrooms. Most states require a prospective teacher to pass a test before they grant certification or licensure. The most widely used tests are part of the **Praxis Series** published by the Educational Testing Service (ETS). The state issues a teaching certificate or license when a teacher candidate is determined to be sufficiently qualified. Let’s examine two broad paths to initial teacher preparation: traditional and alternative.

### Traditional Paths to Teacher Preparation

The traditional paths to initial teacher preparation come through a university department of education. National and state organizations carefully scrutinize university programs and evaluate how teacher candidates are prepared. About two thirds of states require university teacher education programs to be accredited (authorized to prepare teachers) through the **Council for the Accreditation of Educator Preparation (CAEP)**.

All three initial teacher preparation paths—bachelor’s degree, fifth-year program, and master’s degree—include one or two semesters of **student teaching**, also called **clinical internship**. During this extended fieldwork, teacher candidates teach lessons and, for a designated time frame, take over all classroom duties. A classroom teacher serves as the **cooperating teacher** (host and mentor) while a university instructor supervises the experience.

**BACHELOR’S DEGREE.** A 4-year undergraduate teacher preparation program consists of a combination of general education courses, education major courses, and field experiences. Most early childhood and elementary teacher preparation programs result in a degree with a major in education. Many programs in middle-level education result in a degree with a major in education and two subject-area concentrations (15 to 24 hours each). To teach in high school, most programs require a major in a content area and a minor, or the equivalent of a minor, in education coursework.

**FIFTH-YEAR PROGRAM.** Some universities offer a fifth-year teacher preparation program. Teacher candidates complete a major other than education and stay for a fifth year for more education coursework plus student teaching. For instance, a teacher candidate interested in science may major in biology and then stay a fifth year to become a certified, or licensed, teacher. Some of these programs include a master of arts in teaching degree rather than an extended bachelor’s degree.

**MASTER OF ARTS IN TEACHING.** People who have a bachelor’s degree in an area other than teacher education may pursue teacher preparation through a Master of Arts in Teaching (MAT) degree. Most early childhood and elementary MAT programs consist of all teacher education courses and fieldwork, whereas middle-level MAT programs typically require 18 to 24 hours of subject-area coursework in addition to education courses. High school MAT programs generally require a degree in a content area or the accumulation of enough content hours to be considered a concentration.

### Alternative Paths to Teacher Preparation

In the 1980s, alternative certification began as a way to address projected teacher shortages. Since those first efforts, various models evolved for recruiting, training,

and certifying people who already had at least a bachelor's degree and wanted to become teachers.

Since 1983, the number of teachers entering the classroom through alternative means rapidly increased. Today, all 50 states offer one or more of over a hundred different programs offering alternative certification/licensure, with some estimates stating that as many as a third of new teachers are using alternative routes to the classroom. Adults who decide that teaching is for them after having other careers are likely to enter the profession through alternative paths. In fact, 70% of those seeking certification through alternative routes are over 30 years old, most with noneducation-related careers. Alternative routes attract more men and minorities to the profession than the national averages (as shown in Figure 1.1). Men account for 30% and minorities account for 30% of the teachers who prepare in alternative ways (Teacher-Certification.com, 2016).

Many alternative programs grow out of specific needs and are developed and coordinated through partnerships among state departments of education, school districts, and university teacher education programs. Their structures vary widely, and they tend to be controversial. Some people doubt that teacher preparation is as effective outside the realm of university-based programs.

Perhaps the most widely known alternative path to the classroom is through the nonprofit organization **Teach for America (TFA)**. Teach for America began in 1990 to help the United States through a period of teacher shortages in schools primarily populated by children living in poverty. The organization has grown rapidly, with or without a teacher shortage, and recruits individuals who are college seniors, recent graduates, and professionals who agree to teach in high-needs rural or urban schools for at least 2 years and become life-long leaders in the effort to end educational inequity. Teach for America teachers may receive student loan forbearance. Over the past 25 years, TFA has prepared about 50,000 college graduates to enter classrooms across the country. In the 2015–2016 school year, almost 9,000 TFA corps members taught in public schools, both traditional public schools and public charter schools (Teach for America, 2016).

In recent years, Teach for America has become quite controversial. Among the issues are charges that the organization does not adequately prepare new teachers and that districts can hire TFA teachers and replace them on a regular basis with new recruits, ultimately saving money. Some fear that TFA teachers are not only filling hard-to-staff schools but are also in many cases displacing veteran teachers. As with most education initiatives, Teach for America has both advocates and critics.

## Getting to Know Schools, Teachers, and Students

Regardless of the route you take to become a teacher, the more experiences you have in schools with teachers and students, the better prepared you will be to have a classroom of your own. The more experiences you have, the more certain your decision will be concerning whether teaching is for you. Experience in classrooms will also lead to more informed decision making about your teaching identity.

Most preparation programs require field experiences throughout. Perhaps you will begin with observations in one course and then work with individual students and small groups in another, and then teach whole-group lessons before and during student teaching/clinical practice. These experiences may hold many surprises for you. Having a 5-year-old nephew you enjoy seeing several times a year is very different from working all day with 20 5 year olds in a kindergarten classroom. Your memories of senior advanced placement literature that inspired you to want to teach high school English may be a romantic picture of students paying rapt attention as the sonnets of Elizabeth Barrett Browning are discussed. However, this may be a far cry from an actual freshman English class. If you fit the profile of most teachers and are a white female from suburbia, chances are that classrooms in urban America will expand your view of what it's like to be a teacher. Although you can read about differences in settings and

students in this and other books and be somewhat informed, seeing for yourself brings reality into view.

There are other ways to gain insights into the classroom. Finding opportunities to have conversations with teachers is an excellent way to learn more about the realities of the classroom. Volunteering at schools, places of worship, and community organizations will present opportunities both to get to know kids and to observe adults interacting with them. Being a summer camp counselor, tutoring in an after-school program, and coaching in community recreation leagues all provide valuable experiences. This text provides opportunities to get to know eight real teachers in four real schools teaching nine real students.

## Meet the Focus Teachers

“You just had to be there!” we often exclaim when words aren’t enough. Learning about teachers, students, and schools is one of those situations when photos or video clips can help convey what a thousand words cannot. Is it as good as being there? No, but it helps.

Our eight focus teachers are introduced here, our eight focus students are introduced in Chapter 2, and their four schools are introduced in Chapter 3. Let’s meet the eight teachers now.

### Focus Teachers

#### Brandi Wade

Kindergarten teacher

Summit Primary School, Summit Station, Ohio

Teaching experience: Grades 5–6 (2 years)

Preschool and K (14 years)

Brandi says she has found her place in life. From her family to her friends to her teaching career, everything fits for this exuberant kindergarten teacher. One look around her classroom and one brief conversation are enough to know that 5- and 6-year-olds who spend time in Brandi’s care are fortunate children.

Brandi believes in active involvement of children. She finds ways to teach the Ohio kindergarten curriculum standards through a wealth of movement, music, hands-on experiences, and play. Each year she spends whatever time is necessary to help her 15 to 25 kindergarten students per class form positive

habits so the necessary routines of the classroom take care of themselves. She knows that classroom management and learning go hand in hand.

“My heart is where the children are” is a phrase Brandi says and lives. She believes that children must feel comfortable and loved in their

environment before they can learn and thrive. She laughs and cries with her students, allows herself to be vulnerable to their needs, and provides a warm, developmentally appropriate setting in which children learn and grow.

Brandi and her husband have two sons, a Jack Russell terrier, and two turtles. Brandi enjoys swimming, camping, reading mysteries, and going to movies.



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#### Renee Ayers

Second-grade teacher

Summit Primary School, Summit Station, Ohio

Teaching experience: Reading teacher (2 years)

First grade (3 years)

Second grade (4 years)

Renee exudes enthusiasm for life. From the soccer field to the energy she puts into teaching second grade, Renee’s personality shines through. She says summers as a camp counselor influenced her teaching philosophy of infusing active learning and fun into instruction.

Renee is a reflective teacher who spends time in her classroom diagnosing student needs. She states that her biggest challenge is to design learning experiences for each child that take into

account what the child already knows and is able to do. Renee believes strongly in individualizing assignments even when her instruction is geared toward the whole class. The children in her classroom are learning to be reflective, too. She saves samples of work from the beginning of the school year and periodically shows the samples to the students so they can compare and recognize their own progress. This is a simple process that is gratifying for the children.



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At the end of the school year a very shy little boy said, “Mrs. Ayers, can you go to third grade with us?” The children pull at her heartstrings. All the effort is worth it.

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Renee and her husband have a baby daughter, the delight of their lives. In addition to her adult women's soccer league,

Renee enjoys skiing, snowboarding, mountain biking, and taking evening walks with her family.

### Chris Roberts

Third-, fourth-, and fifth-grade teacher

Rees Elementary School, Spanish Fork, Utah

Teaching experience: Special education (14 years)

Multiage third, fourth, and fifth grade (13 years)

Chris's adventurous spirit and active lifestyle permeate both his personal and his professional life. He has climbed Mount Kilimanjaro, rafted his way through the rapids of the Grand Canyon, and explored the shores of remote islands.

Chris brings his treasures to the classroom and shares his adventures with his students. Listening to real-life stories of scuba-diving encounters with giant sea rays and six-foot eels makes learning about ocean life and geography pure joy! Imagine spending three straight years in Mr. Roberts's class!

A fan of all kinds of art, Chris has posters of some of his favorite paintings on the walls of his classroom, along with

inspirational poems, essays, and even cartoons. Chris infuses lessons in math, science, social studies, and language arts with a sense of curiosity and elements of critical thinking. One of his goals is for his students to see beyond the classroom walls, beyond Spanish Fork, and beyond Utah and the United States, to learn there's a whole world to experience.

Chris's family shares his love of adventure. He and his wife raised their children without television. He says there's nothing inherently wrong with television, but it distracts people from doing more worthwhile things such as reading and experiencing life rather than just watching other people experience it.



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### Brenda Beyal

Third-, fourth-, and fifth-grade teacher

Rees Elementary School, Spanish Fork, Utah

Teaching experience: Third grade (8 years)

Multiage third, fourth, and fifth grade (13 years)

The teaching profession is very personal to Brenda, and she approaches it with a sense of calling. The classroom environment she creates is warm and inviting.

Brenda's favorite subject to teach is language arts. She views literature as a child's window on the world, and reading as a way of experiencing both events and points of view. When her class of third-, fourth-, and fifth-graders read a book together, they explore meanings, not just words. They enjoy finding out about the author and rereading the story for deeper meaning. They write in their journals about story themes and act out sequences.

The fact that Brenda is Native American brings extra richness to her classroom. The wisdom of generations of her ancestors influences her. She has meaningful Native American objects and posters in her classroom and believes it's important for her to share parts

of her heritage with her students. As they grow and encounter other Native Americans, Brenda wants her students to recall, "I know a Native American. I like the kind of person Ms. Beyal is. I'd like to get to know this person I have just met."

Brenda's family time with her husband, son, and daughter is very meaningful to her. She also enjoys drawing, sculpting, and collecting Native American artifacts.



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### Traci Peters

Seventh-grade math teacher

Cario Middle School, Mt. Pleasant, South Carolina

Teaching experience: Seventh-grade math/science (6 years)

Seventh-grade math (2 years)

Traci's classroom is filled with math—the shelves, the walls, the tables—math is everywhere! The seventh-graders in her classes know they'll be actively involved in tasks that help them understand concepts. From using geoboards to examine perimeter and area, to paper triangles they tear apart to prove the angles

add up to 180 degrees, problem solving becomes something these students do, rather than something they just read about. One of Traci's primary goals is to show students that learning math can be lots of fun.

She offers her students before-school tutoring to help with concepts that may be difficult. The sessions also help students who have been absent to get caught up. The tutoring not



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only gives an academic boost, but it also gives Traci and her students time to get to know one another better.

Traci believes it's important for teachers to reveal some of their personal selves to students. She freely talks about her son and proudly shows students pictures of him as she encourages students to talk about their families and what they like to do in school and out of school.

### Deirdre Huger-McGrew

Sixth-, Seventh-, and eighth-grade language arts, social studies teacher

Cario Middle School, Mt. Pleasant, South Carolina

Teaching experience: First, fourth, and fifth grades (7 years)

Sixth-, seventh-, and eighth-grade language arts, social studies (4 years)

Deirdre has taught a variety of grade levels and subjects. She says each one is interesting and challenging, but none so much as her current assignment on a two-person team charged with implementing a new program at Cario Middle School called CARE: Cario Academic Recovery and Enrichment. The program is designed to assist children in grades 6, 7, and 8 who are low achievers in working toward grade-level competency.

This unique opportunity has been given to Deirdre and her teaching partner, Billy, to begin a program and design it in ways that are responsive to their students. Principal Carol

Traci is married and has a 2-year-old son. She says she loves the fact that she is his first teacher. Walking on the beach, traveling to see family and friends, and spending everyday time with her husband and son make life a real joy for Traci.

Bartlett has given the two teachers a good deal of professional autonomy. Deirdre says she is thriving in this situation, even though her students are among the most challenging at Cario.

Her ability to talk with students about their interests, hopes, fears, and dreams makes Deirdre the ideal teacher for CARE students. She's the "mom" figure for the students.

Deirdre not only has students at Cario to care for, but her own home is brimming over with children. She and her husband have six children, all under 19 years old. Deirdre's attitude is "the more, the merrier." She says she's a teacher 24 hours a day! In her little free time, she enjoys writing and pursuing art activities.



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### Craig Cleveland

History, government, economics teacher

Roosevelt High School, Fresno, California

Teaching experience: History, government, economics (18 years)

Every day, during lunch as well as in the 5-minute passing periods between classes, students gather in Mr. Cleveland's classroom to play a tune on his piano or strum a chord or two on his guitar. Several other students sit at desks and listen or participate. This doesn't happen by accident. It happens because Craig welcomes students to express themselves, to be comfortable finding their own voice in his classroom and in his presence.

Craig's philosophical stance concerning teaching and learning involves his belief that students learn best when they are interested and involved through authentic reading, writing, speaking, and listening activities. The lessons he plans in his history, government, and economics classes include read-

ing materials that push students to think and to interact with the text and one another. Students form opinions and write about them. Students speak to both question and persuade, to communicate in order to learn. The first rule of thumb in Craig's planning is "Give the students something worth thinking about."

Craig is an avid observer of human nature and the learning process both at school and in his home. He considers the home a fascinating lab for learning as he and his wife delight in watching their five daughters read, draw, create skits, and solve problems. Craig enjoys playing tennis and writing songs.



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### Angelica Reynosa

Modern world history teacher

Roosevelt High School, Fresno, California

Teaching experience: World history (3 years)

Angelica's tenth-grade bilingual modern world history class is filled with enthusiasm. There are 34 students in the class, all of whom have been in the United States for less

than 2 years. Angelica is a young Latina whose fluency in both Spanish and English makes her an ideal teacher at Roosevelt High School.

The students' enthusiasm for the class is enhanced by the fact that Angelica teaches



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in both Spanish and English. But language is not the only reason students are engaged. Angelica says her goal is to make every day enjoyable, memorable, and meaningful for all her students. She admits that it can be difficult to continually search for interactive, hands-on activities for teaching history, but the effort is worth it.

With a master's degree in school counseling, Angelica sees herself teaching several more years and then becoming a guidance counselor. She has aspirations to pursue a doctoral degree and plans to be part of the education profession for a long time.

Something that is particularly enjoyable for Angelica is the fact that she married a high school history teacher who teaches at a nearby school. Angelica remarks that their conversations are filled with empathy because they each understand the other's dilemmas and can listen attentively and make helpful suggestions when challenges arise.

We follow these 8 teachers through interviews, room tours, and lesson clips in **Teaching in Focus** features throughout the text.

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### Point of Reflection 1.2

Why did you choose the path to teaching that will prepare you for the classroom? Did you consider other options?

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## 1.3 Is Teaching a Profession?

### 1.3 Determine if teaching is a profession.

This text repeatedly refers to teaching as the *teaching profession*. Whether a particular job or career qualifies as a **profession** depends, in large measure, on who is making the determination. We hear references to the plumbing profession, the culinary profession, and the cosmetology profession, but there are established guidelines for determining if a career or job is universally considered a profession. These characteristics of a profession will likely not affect common usage of the word, but examining teaching with regard to them helps spotlight aspects of what we do that may need to be strengthened.

### Characteristics of a Profession

For decades authors have delineated the characteristics of a “full” profession. For equally as long, educators and others have debated whether teaching is indeed a profession. This debate is healthy because, as we consider the characteristics of a profession and measure teaching by them, we see what teaching is and is not, what teachers have evolved into, and what teachers may still need to become. A summary of a full profession's characteristics, from both a historical perspective and a modern one, is presented in Figure 1.2. Let's look briefly at these 10 characteristics and think about whether each applies to teaching. (The next few paragraphs show these 10 numbered characteristics in parentheses.)

Considering that in the United States children ages 5 through 16 are required to receive a formal education, and that most do this through public schools, a dedicated teaching workforce can collectively deliver this *essential service* (1). Members of this teaching workforce agree that teaching requires *unique knowledge and skills* (2), whether acquired through traditional or alternative paths. *On-the-job training, ongoing study, and development* (2) are encouraged, but not necessarily required, although most teachers

**Figure 1.2** Characteristics of a full profession

1. Provides an essential service no other group can provide.
2. Requires unique knowledge and skills acquired through extensive initial and ongoing study/training.
3. Involves intellectual work in the performance of duties.
4. Individual practitioners committed to service and continual competence.
5. Identifies performance standards that guide practice.
6. Self-governance in admitting, policing, and excluding members.
7. Members allow for a considerable amount of autonomy and decision-making authority.
8. Accepts individual responsibility for actions and decisions.
9. Enjoys prestige, public trust.
10. Grants higher-than-average financial rewards.

**Based on:** *Foundations of American Education 8e* by L. D. Webb, A. Metha, and K. F. Jordan (2017). New York, NY: Pearson.

must renew their teaching certification/license every 5 years or so by completing graduate coursework or by participating in other forms of professional development.

Teaching definitely *involves intellectual work* (3). Teachers pass along intellectual concepts and skills, which is the very heart of what teachers do. To enter and remain in a teaching career requires a *commitment to service* (4) and, hopefully, *continual competence* (4) as guided and measured by *performance standards* (5). The word “hopefully” is included because teachers rarely *police their own ranks* (6) to the point of excluding someone who does not live up to accepted teacher standards. If policing occurs, it is generally accomplished by administrators.

When the classroom door closes, teachers have considerable *autonomy* (7), sometimes approaching isolation. However, public school teachers must accept any student placed in their classrooms and must teach a set curriculum over which they have little or no control. Even with certain constraints, we teachers are *decision makers* (7), and we must *accept individual responsibility* (8) for the decisions we make.

A great level of *trust* (9) is placed in teachers. After all, for 7 to 10 hours a day, families allow teachers to have almost exclusive control over their children. In most communities, teachers enjoy a degree of positional *prestige* (9), but they are rarely *granted higher-than-average financial rewards* (10).

As you can see, not all 10 characteristics of a full profession apply to teaching. We still have few mechanisms for policing our own ranks (6), and the financial rewards of teaching are not higher than average (10). Teachers should continue to work together to perpetuate each of the eight characteristics we exemplify while exploring ways to incorporate the other two. Many associations and organizations are helping teaching to be a profession by allowing teachers through collaborative efforts to set common goals, speak with a collective voice, and build research-based foundations to support what we do and how we do it.

## Professional Associations

National and regional professional associations provide leadership and support for teachers. Some serve the general teacher population; others are specific to a grade span or subject area. Most associations solicit members, hold annual conferences, publish materials, provide information, and advocate for those who teach and those who learn. Participating in professional organizations is a positive step toward growing as a professional.

The **National Education Association (NEA)** and the **American Federation of Teachers (AFT)** are the largest professional education associations in the United States, with a total of more than 5 million members, including teachers, administrators, professors, counselors, and other educators. Both organizations are unions and represent their members in **collective bargaining**, or negotiating with employers and states to gain additional benefits for their members. Large nonunion professional organizations such

as **ASCD Learn Teach Lead**, **Kappa Delta Pi (KDP)**, and the **Council for Exceptional Children (CEC)** serve a wide spectrum of educators. Most national organizations have regional and state affiliate associations. These more local groups provide easily accessible face-to-face opportunities for interaction among members.

**Interstate Teacher Assessment and Support Consortium (InTASC)** standards address what teachers should know and be able to do and provide the framework for teacher performance standards. The original standards were written in 1992 specifically for beginning teachers. In 2011 the Consortium revised the standards to apply to all teachers.

Each subject area has a professional organization that provides guidelines for what to teach, sponsors annual conferences, publishes relevant books and journals, represents subject areas in educational and political arenas, and both encourages and disseminates research on teaching and learning. Table 1.2 lists some of the professional associations available to teachers to assist with their professionalism. Visiting their websites will give you valuable insight into just how important these and other professional organizations are and can be.

**Table 1.2** Professional organizations

| Teacher Unions               |  |
|------------------------------|--|
| AFT                          | American Federation of Teachers  |
| NEA                          | National Education Association   |
| Subject-area organizations   |  |
| AAHPERD                      | American Alliance for Health, Physical Education, Recreation and Dance |
| ACTFL                        | American Council on the Teaching of Foreign Languages                  |
| IRA                          | International Reading Association                                      |
| MTNA                         | Music Teachers National Association                                    |
| NAEA                         | National Art Education Association                                     |
| NBEA                         | National Business Education Association                                |
| NCSS                         | National Council for the Social Studies                                |
| NCTE                         | National Council of Teachers of English                                |
| NCTM                         | National Council of Teachers of Mathematics                            |
| NSTA                         | National Science Teachers Association                                  |
| RIF                          | Reading Is Fundamental   |
| Level-specific organizations |  |
| ACEI                         | Association for Childhood Education International                      |
| AMLE                         | Association for Middle Level Education                                 |
| NAEYC                        | National Association for the Education of Young Children               |
| Need-specific organizations  |  |
| CEC                          | Council for Exceptional Children                                       |
| InTASC                       | Interstate Teacher Assessment and Support Consortium                   |
| NABE                         | National Association for Bilingual Education                           |
| NAGC                         | National Association for Gifted Children                               |
| NAME                         | National Association for Multicultural Education                       |
| SCA                          | Speech Communication Association                                       |
| TESOL                        | Teachers of English to Speakers of Other Languages                     |
| General associations         |  |
| ASCD                         | ASCD Learn Teach Lead  |
| KDP                          | Kappa Delta Pi   |
| PDK                          | Phi Delta Kappa  |

### Point of Reflection 1.3

Do you think teaching is a profession now that you know more about what qualifies as a profession? What is one idea that might help elevate teaching even more in terms of professionalism?

## 1.4 What Is Teacher Professionalism?

### 1.4 Identify characteristics of teacher professionalism.

**Professionalism** is a way of being. It involves attitudes and actions that convey respect, uphold high standards, demonstrate commitment to those we serve, and fulfill responsibilities. Teacher professionalism demands that we put students first, strive for excellence, and commit to growth.

### Put Students First

Student welfare and learning must be paramount. Ask yourself, as a Masai might, “And how are the children? Are they all well?” Putting students first requires that we become advocates for their welfare.

**ADVOCATE FOR STUDENTS.** To **advocate for students** is to support and defend them, always putting their needs first. Advocacy guides our efforts and decisions directly toward our goal—improving students’ learning, which, ultimately, improves students’ lives. How do we become advocates for our students? Here are some components of advocacy to consider:

- Understand that advocacy takes multiple forms with individuals, groups, or causes, in both large endeavors and small actions.
- In all conversations, with educators and noneducators alike, keep the focus on what is best for students.
- Take an informed stance on issues that affect children. Actively promote that stance to have widespread impact.
- Support families in every way possible.

**MAKE WISE DECISIONS.** Teachers continually make decisions. Some of the decisions are made on autopilot, especially those that have to do with routines in the classroom. The quality of other decisions often rests on common sense and maturity—characteristics that are enhanced by preparation and experience. It’s important to remember that our decisions have consequences and require thoughtful consideration to make sure we are advocating for your students and maintaining a classroom climate that is conducive to learning.

**DETERMINE CLASSROOM CLIMATE.** Our classrooms can be respectful environments that promote learning, or not. The sobering words of Haim Ginott (1993, p. 15), a respected teacher and psychologist, should occupy a prominent position in both your classroom and your consciousness.

I’ve come to a frightening conclusion. I am the decisive element in the classroom. It’s my personal approach that creates the climate. It’s my daily mood that makes the weather. As a teacher, I possess a tremendous power to make a child’s life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humor, hurt or heal. In all situations, it is my response that decides whether a crisis will be escalated or de-escalated, a child humanized or de-humanized.

## Strive for Excellence

In everything involved with teaching—knowledge of content, teaching skills, and relationships and interactions with students, colleagues, administrators, and families—we must strive for excellence. Will we always achieve it? Of course not. But in our striving, we will achieve as much excellence as we can in all we do.

**FACILITATE LEARNING.** Making the teaching and learning connection is the primary role of a teacher. Learning is why students are in school, and teaching is how we guide and facilitate learning. We should measure our effectiveness as teachers in large measure by how much and how thoroughly students learn.

The responsibilities involved in facilitating learning may be categorized in a number of valid ways. Perhaps none is more important than evaluating each of our actions in terms of its contribution to academic rigor and developmental appropriateness. **Academic rigor** refers both to teaching meaningful content and to having high expectations for student learning. **Developmental appropriateness** means that our teaching addresses students' physical, cognitive, social, emotional, and character development. Academic rigor without developmental appropriateness will result in frustration for teachers and foster discouragement and defeatism in students. Developmental appropriateness without academic rigor will accomplish little in terms of student learning. Neither concept is mutually exclusive. In fact, they shouldn't be exclusive at all, but rather should interact in supportive ways and balance one another as they guide our decision making.

**DEVELOP POSITIVE DISPOSITIONS.** **Dispositions** are composed of your attitudes, values, and beliefs. They powerfully influence our teaching approaches and actions. Dispositions that are favorable to effective teaching include, among many others:

- I believe all students can learn.
- I value student diversity.
- I respect individual students and their families.
- I am enthusiastic about the subjects I teach.
- I value other teachers as colleagues and partners in teaching and learning.
- I believe families are important in making the teaching and learning connection.

## Commit to Growth

Teacher effectiveness is enhanced when a lifelong learning orientation is in place. A commitment to continual growth provides a powerful model for students.

**BE A REFLECTIVE PRACTITIONER.** We grow when we reflect on our teaching practices. As discussed earlier in this chapter, **reflection** with regard to teaching is thinking about what we do, how we do it, and the consequences of our actions or inactions, all with the goal of being better teachers. To be **reflective practitioners** means that we deliberately think about our practice—that is, what we do as teachers. We do this with the purpose of analysis and improvement. Sounds pretty automatic and unavoidable, doesn't it? But it's not. A teacher can repeatedly go through the motions of planning, teaching, and assessing throughout a career yet seldom engage in reflection that results in improved practice.

John Dewey (1933), one of the great American educators, described reflection using words such as *active*, *persistent*, and *careful*. So how do we become reflective practitioners who actively, persistently, and carefully think about how we teach? Here are some concepts to consider:

- Reflective practice requires conscious effort.
- Self-knowledge is vital and can be aided by thoughtfully completing the *Points of Reflection* throughout this text.

- Reading about and researching aspects of teaching will ground our practice and provide subject matter on which to reflect.
- Talking with other educators will both inform and strengthen what we do and how we do it.
- Being deliberate—doing what we do for a reason—will result in better decisions based on reflection.

**BUILD 21ST-CENTURY KNOWLEDGE AND SKILLS.** Teachers committed to continual growth are determined to increase their knowledge and skills to keep up with current research and thought concerning teaching practices. During the first decade of this century some major forces both inside of, and external to, the education community recognized and espoused the need for knowledge and skills that reflect the realities of the 21st-century world. Perhaps the most influential source of information about teacher and learner characteristics for the new century is the **Partnership for 21st Century Skills (P21)**.

In 2016, 20 states officially and voluntarily aligned with the Partnership for 21st Century Skills: Arizona, California, Illinois, Iowa, Kansas, Kentucky, Louisiana, Maine, Massachusetts, Mississippi, Nevada, New Jersey, North Carolina, Ohio, Oklahoma, South Carolina, South Dakota, Vermont, West Virginia, and Wisconsin. The Partnership for 21st-Century Skills is a national organization that advocates for student acquisition of 21st-century knowledge and skills. To help the United States compete in a global economy, P21 and its member states provide tools and resources that stress critical thinking and problem solving, communication, collaboration, creativity, and innovation. In doing so, P21 has emerged as the leading advocacy organization for infusing 21st-century skills into education. To strengthen its focus, P21 brings business and education leaders together with policymakers to define and implement a vision for 21st-century education (Partnership for 21st Century Skills, 2016).

The Partnership for 21st Century Skills outlines characteristics of teachers that help them teach students in ways that lead to success, including:

- Critical thinker
- Problem solver
- Innovator



- Effective communicator
- Effective collaborator
- Self-directed learner
- Information and media literate
- Globally aware
- Civically engaged
- Health conscious
- Financially and economically literate

These characteristics are developed and improved throughout the career of a professional teacher. A commitment to continual growth requires it.

## SocialMEdia

Yes, you read it correctly . . . the ME is emphasized because your use of social media both inside and outside the classroom is, in large measure, up to you. Few schools dictate the use of social media as an instructional tool, yet many schools discourage, or even prohibit, the use of some “tech” devices if they are in the hands of students. So this is a personal issue, largely within your control. What will you do with your decision-making power?

In the not-too-distant past, textbooks contained pages of instructions on how to utilize computers, word processing, and the Internet in the classroom. Most of today’s teachers, and practically all of today’s students, take these features of technology for granted and assume their use. So let’s move on.

The astonishing and rapidly growing quantity and quality of technology-enabled devices make comment on them almost obsolete before a book can be published. However, widespread use of technology-enabled devices such as *instructional tools* occurs at a much slower pace. Sharing innovations in teaching and learning tools has value, even if the particular piece of technology is several years old.

**Social media** is part of everyday life for most of us, so why not employ it in the classroom? Throughout this text you will read teaching strategies that include iPods, iPads, wikis, digital photography, blogs, Twitter, Skype, and handheld devices in features titled *SocialMEdia*. In addition, these features will offer suggestions on how you can teach students to use social media wisely and safely.

In this chapter we look at **webinars**, the name given to web-based seminars. The effectiveness of a webinar is in its interactivity possibilities, with participants receiving and giving information in a discussion format. Many school districts and state departments of education offer professional development through webinars. Is this kind of conferencing as effective as face-to-face interactions? Probably not, but webinars are both cost- and time-efficient.

- One of the most inclusive sites for webinars, both for a schedule of what’s ahead and an amazing archive of recorded webinars, is provided by ASCD Learn Teach Lead. The site is completely free and available to anyone. Take a few minutes to explore it.
- Edtechteacher offers free webinars to help teachers incorporate technology in the classroom. Anyone can register for these informative, interactive sessions by simply going to the site and participating.

Try a webinar! Occasionally there are glitches in getting everyone on board, but webinar technology is constantly improving. The learning is well worth the effort.

This text will continue to refer to a career in teaching as the *teaching profession* and to teachers as *professionals*. Our commitment to continual growth includes consistent reflection and building of 21st-century knowledge and skills. Keep this growth mindset front and center as we next examine what it means to be an effective teacher.

### Point of Reflection 1.4

Does the commitment to continual growth overwhelm you or excite you? Explain the reason(s) for your answer.

## 1.5 What Are the Characteristics of Effective Teachers?

### 1.5 Describe the characteristics of effective teachers.

The search for a neatly packaged description of an effective teacher dates back for centuries, even millennia. The best we can come up with are lists of characteristics based on observation and available data, along with narrative anecdotal descriptions. There's a lot to be learned from considering a number of perspectives. But the bottom line is that effective teachers contribute to student learning.

**Standards** for teachers describe expectations for what they should know and be able to do to ensure learners reach their learning goals. All teacher education standards address teacher effectiveness. School-level organizations such as the **Association for Middle Level Education (AMLE)** and the **Association for Childhood Education International (ACEI)** prescribe standards for new teachers. The 10 standards of the Interstate Teacher Assessment and Support Consortium (InTASC) describe what effective teachers should know and be able to do regardless of the level they teach. An overview of these standards is seen in Figure 1.3. The InTASC Standards are divided into four general categories to help us understand them. The full document detailing the standards is a valuable tool for conceptualizing the effective teacher.

An important factor to understand when it comes to the characteristics of effective teachers and teaching is that much of what makes teachers effective comes through experience in the classroom. This is not to say that new teachers can't be effective. Of course they can! But think about this: Teaching is a profession that expects a brand-new teacher to do the same job as an experienced veteran. Don't count on someone saying, "Hey, it's okay if only half your kids learn about half of what you attempt to teach. After all, you're new." Some of the characteristics of effectiveness take time to develop. In other words, it takes time to be able to automatically make the wisest decisions and to draw on experience to supplement formal training.

Teachers can be effective using very different approaches. You can probably name two teachers in your own experience who were effective but who had different traits. Effective teachers, regardless of whom or what they teach, share many common characteristics. Teacher professionalism is a thread that binds them all. Teachers of students with special needs; teachers who specialize in art, music, or physical education; teachers who teach all or most subjects to one group of students; and teachers who teach the same content area each day to several groups of students—all have specific preparation requirements and position responsibilities.

The federal government, through the Department of Education, the president, and the legislature, helps shape this nation's concept of teacher and school quality. In 2016, the **Elementary and Secondary Education Act (ESEA)**, originating in 1964, was reauthorized as the **Every Student Succeeds Act (ESSA)**. This was the first official update since 2001, when ESEA was reauthorized as the **No Child Left Behind Act (NCLB)**, an update that included accountability measures that were well-intentioned but ultimately proved unwieldy and, in the opinion of many educators, unfair. The more recent Every Student Succeeds Act is addressed in more detail in Chapter 12.

The people who are with teachers at least 7 hours a day, 180 days a year are students. The following list of attributes is used by many students to gauge teaching and learning effectiveness. They want teachers who:

1. Care about them as a group and as individuals.
2. Teach in interesting and varied ways.
3. Do their best to help everyone learn.

4. Act in fair and consistent ways in terms of classroom management.
5. Display passion about what they teach.
6. Listen to them and help them express their voices.
7. Show interest in their activities and relevant social trends.
8. Demonstrate respect for everyone.
9. Develop relationships with them.
10. Enjoy teaching and have a sense of humor.

**Figure 1.3** InTASC standards

#### The Learner and Learning

##### **Standard #1: Learner Development.**

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

##### **Standard #2: Learning Differences.**

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

##### **Standard #3: Learning Environments.**

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

#### Content

##### **Standard #4: Content Knowledge.**

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

##### **Standard #5: Application of Content.**

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

#### Instructional Practice

##### **Standard #6: Assessment.**

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

##### **Standard #7: Planning for Instruction.**

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

##### **Standard #8: Instructional Strategies.**

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

#### Professional Responsibility

##### **Standard #9: Professional Learning and Ethical Practice.**

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

##### **Standard #10: Leadership and Collaboration.**

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

**Based on:** Council of Chief State School Officers. (2011, April). Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards: A Resource for State Dialogue. Washington, DC: Author. Copyright © 2011 by the Council of Chief State School Officers, Washington, DC.

Throughout this text you will read editorial opinions that have been published in newspapers, both print and online, that express opinions of people who may be staff writers for the papers or guest columnists. In most cases these pieces are logically constructed and easy to understand. They are written by people who feel strongly, even passionately, about an issue. At the end of each *The Opinion Page* feature are prompts or questions to help you think through your own opinions. As you respond, you are doing what good teachers do—reflecting on issues and ideas and then recording your own thoughts with the purpose of professional growth.

When a lone gunman broke into the school and murdered 26 students and staff at Sandy Hook Elementary School, the people of the United States were stunned. Discussions of school safety, gun control, and how to approach mental health were renewed that day in December 2012. In the midst of national debate, one incontrovertible truth was evident—teachers and administrators care for students. Read this chapter's *The Opinion Page* feature and respond to the items that follow it.

## The Opinion Page

This Opinion Editorial appeared in the *CantonRep*, the online newspaper of Canton, Ohio, on December 26, 2012.

### What Is a Teacher Really Worth?

by Charita Goshay, staff writer and regular opinion contributor for the *CantonRep*.

In recent months, teachers, first responders and other public employees have been whipping boys for people who think they enjoy too much compensation for their services. So what, exactly, is the dollar value of a teacher who saves the lives of 15 first-graders? How about one who sacrifices her life in an effort to save them? Which part of the faculty handbook advises a teacher on how to deal properly with unmitigated madness?

For those people who actually know a teacher, the heroism and sacrifice demonstrated by the educators in Newtown, Conn., are the least surprising aspects of the tragedy. Teachers don't just teach. The good ones inspire, challenge and change the lives of their students every day. They open up worlds of knowledge and introduce children to possibilities they otherwise wouldn't know existed. They go into their own pockets to level the playing field. They worry about "their kids," particularly those who they know have turbulent lives, even years after they move on.

Our culture has become such that we don't even blink or flinch at the news that someone will earn \$10 million a year for throwing a ball or running a corporation into the ground. But a teacher gets flayed for falling test scores, even when the reasons are multifaceted and complicated.

These days, a lesson plan isn't enough. Teachers frequently must also be psychiatrists, substitute parents and bouncers. They're caught between uncooperative and irresponsible parents, ever more complicated school policies, a cynical taxpaying public that demands to know why schools aren't doing better, and kids who are expected to miraculously

rise above the chaos and instability in which they live. Even children from affluent and stable, supportive homes can have struggles that they bring with them to school. Because of all of this, no one in his or her right mind would become a teacher simply for a paycheck and a pension.

Being a public servant is a calling, one as compelling and clear as entering the clergy or becoming a physician. If teachers were compensated based on what they contribute to society, we couldn't afford them. The annual minimum salary for a National Hockey League rookie is \$525,000. For baseball, it's \$390,000. In the NBA it's \$473,604. The average elementary-school teacher makes \$40,283 a year, what many major-sport athletes make in a month.

Despite this bargain, we still find reasons to complain about teachers, ignoring the irony that if it were not for teachers, we'd be unable to express ourselves very well. Who has time to decipher someone else's cave-drawing rant? Not me. As we saw in Connecticut and as is demonstrated virtually every day, a teacher's dedication is immeasurable.

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This Opinion Page piece covers a lot of ground with respect to teachers' dedication to the well-being of students. She also writes about the relative absurdity of salary discrepancies between teachers and professional athletes. Write a well-developed paragraph in response to each of the following questions.

1. Why, in Ms. Goshay's opinion, would our country not be able to pay teachers enough for what they do? Do you agree? Explain.
2. What is your response to the multiple roles teachers have in the lives of students? Have you considered how all-encompassing teaching can be? Does this knowledge overwhelm you? Excite you?

## Effective Teachers are 100 % Present

Emily Dickinson wrote, “Forever is composed of nows.” Each moment with your students is important. The productivity of both the “nows,” and the sum of the “nows” that comprise forever, depends on focus and the will to capture every opportunity for teaching and learning with our presence. Education doesn’t just occur within our lesson plans. Spontaneity in our ability to use everyday happenings, as well as spectacular events and tragic misfortunes, presents teachable moments we will recognize only if our mind and heart are focused on our students as whole people.

The classroom can be a very distracting place simply because it’s filled with human beings. Not only will students become distracted at times, but so will teachers. In addition, our lives outside the classroom are sometimes complex, in both positive and negative ways. Leaving personal concerns and plans at the schoolhouse door will help us be 100% present for students.

This certainly doesn’t mean teachers must sacrifice their personal lives for the profession. The key to longevity and success in teaching is finding balance. Happy, thriving adults make the best teachers. In this *Teaching in Focus* segment, we learn more about how Traci Peters finds and maintains balance. In her video, she discusses how she plans for instruction.

### Teaching in Focus

**T**raci Peters teaches seventh-grade math at Cario Middle School in Mt. Pleasant, South Carolina. By all accounts she’s an excellent teacher—just ask her principal, her colleagues, and, most importantly, her students. Outside school, Traci enjoys a very happy home life with husband Dwayne and young son Robert. The seventh-graders in Traci’s classes know all about these two very important people in her life, and that’s the way Traci wants it. Although math is the subject she has chosen to teach, she is conscious of the fact that her responsibilities go well beyond fractions and equations. She views each student as an individual with relationships and often complex growing-up issues. Traci reveals herself to them, and they, in turn, feel comfortable enough to share with her.

In a prominent place in the classroom Traci has a “Mrs. Peters” bulletin board on which she displays, among other things, family photos (from her childhood to the present), her



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favorite poems and book titles, her own seventh-grade report card, and her 5 × 7 middle school picture. Traci says her students spend lots of time examining the board’s contents, laughing and asking questions.

Traci sees herself as a role model of a healthy, positive adult who makes good choices and tries to make a difference in other people’s lives. When asked if she would just as freely share with students the not-so-pos-

itive aspects of her life, she replies, “Yes.” When she’s not feeling well, she lets her students know. If her son Robert is sick and she needs to stay home to care for him, she tells her students.

Traci attends her students’ basketball games, concerts, spelling bees, Odyssey of the Mind competitions—the typical year-long parade of events. She views this as a tangible way to show her students she is interested in them, their growth, and their lives. Watch Traci’s interview to get to know her better.



## Effective Teachers make a Difference

“From the moment students enter a school, the most important factor in their success is not the color of the skin or the income of their parents, it’s the person standing at the front of the classroom.” This powerful statement was made in a speech to the Hispanic Chamber of Commerce in 2009 by President Barack Obama. Sobering, isn’t it? Our former president of the United States is stating what recent research corroborates. Teachers make the most difference when it comes to student learning. Our effectiveness, or lack of it, matters.

The most important person in the teaching and learning cycle when it comes to both student academic and personal growth is the classroom teacher. Although other factors discussed in the text significantly influence student learning, none do so as much as the teacher. An effective teacher can help students overcome some of the negative circumstances in their lives and positively impact student learning. When the outside influences on student learning result in achievement gaps, student learning can dramatically improve when provided quality teachers.

## Teaching is Hard Work

We’ve considered who teaches and why, teacher preparation, whether teaching is a profession, teacher professionalism, and characteristics of effective teachers. Most of the information is positive and encouraging. However, leaving the initial picture of teaching as a rosy, always exhilarating career, is not honest. Teaching is hard work—but not *just* hard work.

Teachers face circumstances daily that are beyond their control and affect what they can and cannot accomplish. This is true in many professions, but few have the ability to tug at our heart-strings and keep us awake at night as we plan and worry, try new approaches and worry, build relationships and, you guessed it, worry. Our concern for the welfare of our students can be overwhelming unless we find ways to balance our personal lives and our professional lives. Much of this text is designed to help you learn to do this. The more you know, the greater your ability will be to put aspects of your life into perspective.

Carol Ann Tomlinson (2016) believes that societal, political, economic, and structural pressures on teachers have rarely been greater. Over the years she has observed teachers who are effective year after year and through the ever-changing landscape of teaching. One primary characteristic of these consistently resilient teachers is what she calls *energy renewal*, resulting from the ability to keep life in perspective. Tomlinson says that energy renewal comes from working hard, becoming involved with students on multiple levels, and bringing joy to the classrooms, while also understanding the need to separate periodically from the profession to define ourselves in fun and personal ways. Doing so will keep us from being consumed by the challenges of teaching and keep the inevitable satisfactions and pleasures in the foreground.



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Effective teachers purposefully and collaboratively plan for instruction.



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### Point of Reflection 1.5

How do you typically face adversity? When some of the initial excitement of teaching is met with realities of student hardships or frustrating circumstances beyond your control, will you be resilient?

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## Concluding Thoughts

Throughout this text you are urged to ask repeatedly, as the Masai do, “And how are the children? Are they all well?” However, when you are a novice teacher, your primary question may often be “How am I doing?” With time, your focus will increasingly shift to the growth and progress of the children and adolescents you serve.

Learning to be a teacher . . . teaching so others learn . . . learning to be a better teacher—this life-affirming cycle can be yours. Think of the cycle as a wheel that gathers momentum and takes you on a profound journey. You have begun to grow toward the profession. As a teacher, you’ll grow within the profession. After reading the Chapter in Review, interact with Traci Peters and her middle school team as they face a dilemma in this chapter’s Developing Professional Competence.

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## Chapter in Review

### Who teaches in the United States and why?

- Teaching is the largest profession in the United States.
- Most teachers are white women, leading to a need for more men and people of color in teaching.
- The most common reasons for choosing to teach include the desire to work with children and/or adolescents, the importance of education to society, the trait of being motivated by variety, interest in a particular subject, and the impact of teachers and/or family.
- Teachers’ beginning salaries and mean average salaries vary by district, by state, and by specialty area based on many variables.

### How do we prepare to teach?

- States issue a certificate or license to teach in public schools based on their own criteria.
- The traditional path to becoming a teacher is through a university-based teacher preparation program.
- Alternative paths to teacher preparation provide timely, but somewhat controversial, routes to teacher certification.
- There are many ways to get to know teachers, students, and schools, including field experiences through teacher preparation programs, volunteer opportunities, watching movies about teachers, and participating online through this and other texts.

## Is teaching a profession?

- A profession is an occupation that includes extensive training before entering, a code of ethics, and service as the primary product.
- Teaching meets most of the criteria generally agreed on for a full profession.
- Numerous professional organizations support teachers and teaching.
- Teachers can and should make contributions to the knowledge base of the teaching profession.

## What is teacher professionalism?

- Teacher professionalism entails putting students first and striving for excellence.
- Teacher professionalism requires a commitment to continual growth.
- Teacher professionalism requires purposeful reflection.
- Teacher professionalism requires building of 21<sup>st</sup> century knowledge and skills.
- The Partnership for 21<sup>st</sup> Century Skills challenges states, communities, schools, and teachers to prepare students for the future.

## What are the characteristics of effective teachers?

- Effective teachers may have very different styles of teaching.
- The one consistent characteristic of effective teachers is student learning.
- There are established guidelines for teacher effectiveness through the Interstate Teacher Assessment and Support Consortium and other professional organizations.
- Both individuals and organizations have opinions about what makes a teacher effective. There is much to learn from the differing viewpoints.
- Teaching is hard work and requires balance and perspective to be effective over time.

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## Developing Professional Competence

*Thoughtfully reading this scenario and responding to the items that follow it will help you prepare for licensure exams.*



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You met seventh-grade teacher Traci Peters earlier in this chapter. She is the math teacher on her four-person interdisciplinary team at Cario Middle School. In March, one of her teammates, Melanie Richardson, announced that her husband was being deployed overseas and that, without his help with their five children, she was going to have to move to another state where her parents live. Melanie teaches English-language arts and has been on Traci's team, the Dolphins, for 3 years. This is a big blow to Traci and her two other teammates. Melanie will leave Cario in mid-April. The Dolphin team teachers are very easy to work with and have enjoyed a collegial relationship with Melanie.

Carol Bartlett, principal of Cario, understands the importance of finding the right person to fill the position, but she is told by the superintendent that a teacher from another school will be placed in Melanie's classroom for the remainder of the school year. Carol knows the teacher the district personnel office plans to place on the Dolphin team. Leo Merchant's reputation is that of a veteran teacher who does not collaborate, sits behind his desk during class, and consistently finds ways to undermine

administrators. The principal suspects Leo's position was purposefully eliminated at the other school and the district just needs to find a place for him. Carol is certain the Dolphin teachers will not be pleased with the district's choice.

Now it's time for you to respond to two short essay items involving the scenario. In your responses, be sure to address all the dilemmas and questions posed in each item. These items are followed by three multiple-choice questions.

1. Traci and her teammates understand that Leo will be a temporary member of their team, or at least that's their hope. They have been assured by the school district that they will be able to interview candidates for the English-language arts position and that a new teacher can be in place by August. This helps them get through the remainder of the school year. As they look to the future, what are three qualities you would recommend they look for as they, along with the principal, choose a new teacher for their team?
2. Teacher evaluation is problematic for a variety of reasons. The seventh-grade team at Cario is about to experience some of the consequences of a system that not only fails to discriminate between effective and ineffective teachers but also allows ineffective teachers to remain in the classroom. How would meaningful ongoing teacher evaluation help fix the system? How would you recommend the results of the evaluation be used?
3. Which of the following attributes of a full profession does this scenario directly violate?
  - a. A full profession enjoys prestige and public trust.
  - b. A full profession admits, polices, and excludes members.
  - c. A full profession provides an essential service no other group can provide.
  - d. A full profession involves intellectual work in the performance of duties.
4. Which of the following statements applies *least* to this situation?
  - a. The three teachers on the Dolphin team will likely have to expend extra effort to keep their students from being affected by what they anticipate will be sub-standard teacher performance.
  - b. The three teachers are likely most concerned about InTASC Standard 10: "The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being."
  - c. The three teachers will continue to instill academic rigor while making their classrooms developmentally appropriate.
  - d. Leo has a master's degree in education, so the rumors about him are very likely exaggerated.
5. As they have always done, the Dolphin teachers take individual responsibility for the success of their team of students. Which of the following would *not* be evidence of this?
  - a. They use opportunities to say positive things about their students in the community.

- b. They don't get involved in decisions that affect their students because they believe that designated experts know best.
- c. They invite families to come to school to discuss areas of concern for their children.
- d. They consistently talk about and act on what they believe to be best for their students.

# Chapter 2

## Student Similarities and Differences



### Learning Objectives

*After studying this chapter, you will have knowledge and skills to:*

- 2.1** Articulate how students are similar.
- 2.2** Express how gender differences are manifested in schools.
- 2.3** Explain how cultural diversity and language diversity are manifested in schools.
- 2.4** Identify the impact on students of family structure, religion, and socioeconomic status.
- 2.5** Summarize how learning differences are manifested in schools.
- 2.6** Define students with exceptionalities and how we serve them in schools.

### Dear Reader

It's all about the kids . . . schools, teacher preparation, lesson plans, activities, professional development, and so on. Our focus must always be on learners—those children and adolescents who enter our classrooms and live within our care at least 180 days a year. A teacher's entire career is an adventure in observing and interacting with whole—yet still developing—people. Their needs and gifts and challenges keep the classroom fresh and vibrant so long as we positively approach our responsibilities as teachers. What a wonderful profession!

This chapter looks at how students are both similar and different. A quick look tells you that we give differences much more attention than we do similarities. The primary similarity is that kids are kids—regardless of how they may differ from one another, they are first and foremost kids. Once that's established, we need to understand that each learner is a complex composite of multiple factors, many of which we'll explore in this chapter. Every child has learning preferences, life circumstances, a personality, potential, and gifts, and each deserves our best efforts. This is in no way a comprehensive look at student diversity, but it's a good way to begin. Our responses to "And how are the children? Are they all well?" will be more meaningful when we see them as whole people, developing every day.

## 2.1 How Are Students Similar?

### 2.1 Articulate how students are similar.

In the time it takes you to read a few pages in this chapter, a whole classroom of students will be born. That's right—statistically, 30 babies are born in the United States every 8 minutes. Your entire future kindergarten class, third-grade class, middle school social studies

class, or high school algebra class may be coming into the world right now. Statistically, we can predict that of these 30 future students, 14 will be considered a racial minority, 8 will be born into poverty, and 9 will be born out of wedlock. Of these 30 children, 17 will have parents who divorce before the students graduate from high school, 5 will serve jail sentences, 5 will be victims of violence, 4 will commit a violent crime before age 16, and almost half will drop out before finishing high school (National Center for Education Statistics [NCES], 2011; U.S. Census Bureau, 2012). “And how are the children?”

Chances are your classroom won’t mirror the statistics you just read. Classroom populations vary from little cultural or socioeconomic diversity to a challenging and invigorating mix. You might teach in a school with students whose families are financially well off, or one with families that move when the rent comes due. Perhaps you will teach in a stable rural community with conservative values and lifestyles, or in a suburban area that affords a great variety of opportunities and educational options, but where students tend to move often.

The 30 new lives that have begun in this 8-minute time frame may appear to be diverse, but they are actually more similar than they are dissimilar. They are individual beings with unique attributes and a variety of needs. But the most important thing to remember is that they are children, all worthy of our best efforts. Mark Twain said that children are born every day who could change the world. We just don’t know who they are yet.

We begin our look at similarities with a brief discussion of nature and nurture, the two sources of influence that make us who we are. Then, through the views of Abraham Maslow, we look at the needs shared by every human being. We follow with an exploration of physical, cognitive, emotional, social, and character development.

## Nature and Nurture

Debate continues on the question of what has the greater influence in determining who we are—nature or nurture. These two concepts are generally presented as oppositional: nature *versus* nurture. **Nature** refers to genetically inherited influences. Not only are certain physical characteristics, such as eye color, skin tone, and adult height, determined by nature, but some aspects of our intelligence and personalities are established genetically as well. **Nurture** refers to the influences of our environment, encompassing everything that cannot be accounted for genetically. For instance, how we are raised, the people we meet, the schools we attend, and our economic status are all part of nurture.

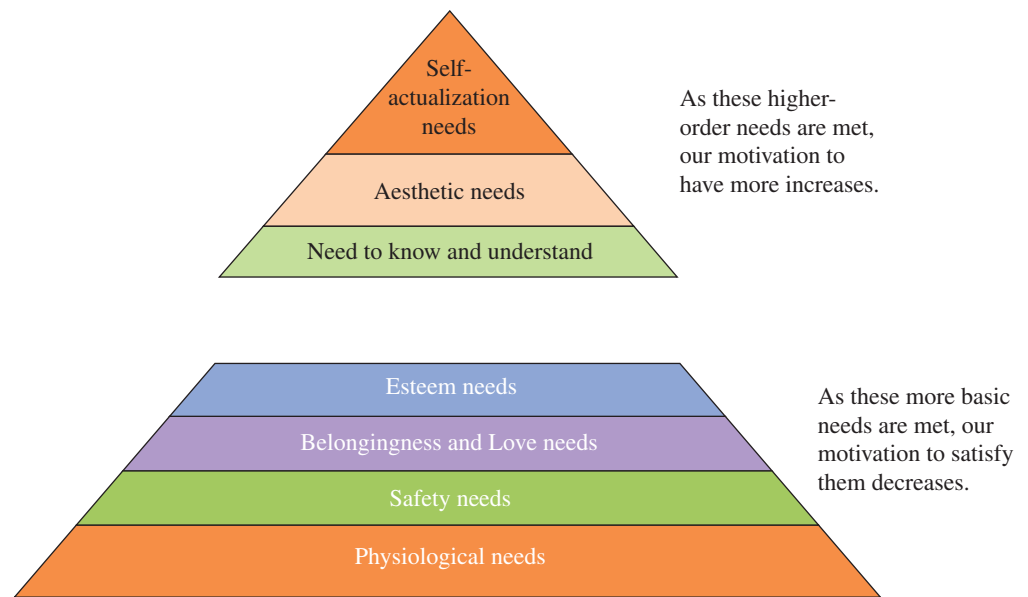
Each child arrives in the world with predispositions, or tendencies, accounted for by nature and over which we have little control. However, teachers do have some influence over nurture that can positively impact what students receive through nature. That’s why we create classroom environments that stimulate growth—physical, cognitive (intellectual), emotional, social, and character. To more fully realize why we need to create these environments, let’s examine the importance and relative priority of human needs that we all share.

## Maslow’s Hierarchy of Needs

Psychologist Abraham Maslow (1908–1970) proposed that all human beings experience the same needs. Figure 2.1 shows his classic **hierarchy of needs**, which is widely accepted as an accurate depiction of the order, from bottom to top, in which needs have to be met for healthy and full human development.

Maslow proposed that basic needs for survival and safety must be met first. Once these needs are satisfied, humans are motivated to move up the pyramid toward higher-order needs. Makes sense, doesn’t it? If students don’t have food and shelter, or if they feel physically threatened, it’s unlikely they will be concerned about understanding the Pythagorean theorem. Providing opportunities and support for needs fulfillment and promoting positive student development will help them ascend Maslow’s pyramid and develop in positive ways.





**Figure 2.1** Maslow's hierarchy of needs

## Student Development

Most children progress through predictable age-related stages of development. The more we know about these developmental stages, the more empathy and support we can offer. In this section you will meet eight children and adolescents at various stages of development who are students of the eight focus teachers we met in Chapter 1 at four focus schools. Take the time necessary not only to read the brief descriptions of the students but also to look carefully at the photos of these real learners. Consider them as you read about five developmental areas: physical, cognitive (intellectual), emotional, social, and character.

## Focus Students: Early Childhood

### Dylan Todd

Kindergarten

Summit Primary School, Summit Station, Ohio (student of Brandi Wade)

Dylan is the only child of Brandon and Lisa Todd. Their pride is obvious as they talk about what a delightful little boy he is. When Dylan smiles, everyone smiles. When he giggles, his pure expression of joy is contagious.

We meet Dylan in the middle of his second year of kindergarten. During his first year, Dylan made progress and perhaps could have gone on to first grade. However, in consultation with the school staff, Mom and Dad decided it would benefit Dylan to experience another year of kindergarten, giving him time to mature a bit more socially.

Dylan's teacher, Brandi Wade, says that he has made wonderful progress in learning to read. In terms of the reasoning ability



All Photos: Sara Davis Powell

needed for progress in math, Brandi says Dylan is continually growing and learning.

## Sherlonda Francis

Second grade

Summit Primary School, Summit Station, Ohio (student of Renee Ayers)

Sherlonda's personality shines. The challenge is to help her develop academically and find success in school so that high school graduation will be in her future. Renee Ayers, her teacher, is afraid that if Sherlonda doesn't experience grade-level-appropriate academic success soon, her penchant for socializing may actually get in the way of her success.

Sherlonda is doing better in second grade. However, in first grade she had some difficulty paying attention and staying on task. Although this isn't unusual for early childhood students, it was chronic enough to concern the Summit Primary staff. Renee talked extensively with Sherlonda's



All Photos: Sara Davis Powell

first-grade teacher, and they worked together to plan Sherlonda's second-grade experience so she would experience success.

Sherlonda's mom is the sponsor of her church dance group, and her dad is very active in Sherlonda's life, saying his daughter loves to learn new things and figure out how things work. Both parents say they have always read to Sherlonda, and now she is reading to them.

## Focus Students: Elementary

### Amanda Wiley

Third grade

Rees Elementary School, Spanish Fork, Utah (student of Chris Roberts and Brenda Beyal)

Amanda's mom, president of the Rees Elementary PTA, describes Amanda as "just plain fun." All it takes is 5 minutes of classroom observation to know the description fits. Amanda loves school now, but reading did not come easily for her, and first grade proved to be very challenging. Toward the end of second grade, things began to click for Amanda. Now in third grade, she is an avid reader.

Amanda is crazy about math. Her mom says Amanda doesn't behave like a stereotypical girl. She would rather be involved in rough-and-tumble play than do what most girls want to do. Amanda is the middle of three sisters and doesn't seem to have time for relationships with other girls.

The summer before going to third grade, when Amanda would be in Tim Mendenhall's homeroom, she talked her family into letting her be the caretaker of Rosie, the class pet. As it turns out, the class pet is not a cuddly guinea pig or a cute little rabbit, but a large hairy tarantula.



All Photos: Sara Davis Powell



All Photos: Sara Davis Powell

### Hector Mancia

Fourth grade

Rees Elementary School, Spanish Fork, Utah (student of Chris Roberts and Brenda Beyal)

Hector's smile would warm the heart of any teacher. As a fourth-grader, he is a fluent English speaker, vibrant, curious, and determined to succeed. Hector's family came to Utah from Mexico. One of his biggest challenges is to help his family learn English. His mom understands and speaks some English, but his dad and older brother do not.

Hector enjoys school. He fits right in with other third-, fourth-, and fifth-graders in Chris Roberts's multiage class at Rees Elementary. Hector tells us he really likes reading, sports, recess, and lunch—pretty typical of fourth-graders. His mom says he takes delight in basketball, school, and cleaning his room. This last may seem surprising, but Hector likes to please those around him.

Hector is happy with Mr. Roberts's lessons and tells us his teacher's travels add a lot to the classroom. Chris Roberts's teaching style draws Hector in and keeps him excited about school.

## Focus Students: Middle School

### Patrick Sutton

Seventh grade

Cario Middle School, Mt. Pleasant, South Carolina (student of Traci Peters)

Patrick is a very self-assured 13-year-old seventh-grader who likes school. He enjoys being with friends the most and doing homework the least (no surprise here!). He tells us that he likes teachers who challenge him and dislikes teachers who are mean

and yell at kids. Patrick thinks he would like to join the NFL. But if that's not in his future, he would like to be an architect.

Patrick's mom tells us he is a delight at home. She says he is independent, easy to be around, loves his family, and enjoys attention. The main challenge he has faced is that the family has moved often. Patrick has had to make new friends and start over several times in his eight years of schooling. Mom thinks this has actually made him stronger and a better student. Her hope for him is that he will retain his love of learning and be true to himself.



All Photos: Sara Davis Powell

## Focus Students: High School

### Trista Kutcher

Ninth grade

Wando High School, Mt. Pleasant, South Carolina (former student of Deidre Huger-McGrew)

Trista is as friendly as any high school freshman could be. She thrived at Cario Middle School. Wando High School students pass her and smile when they say hello. Trista is a cheerleader and an athlete—and she has Down syndrome.





All Photos: Sara Davis Powell

Trista's coach and fellow cheerleaders tell us they anticipated problems because of Trista's disability. They soon discovered that their fears were not justified. Trista has proven to have both the skill and the attitude to be an asset to the squad.

Trista, her parents ReBecca and Joe, and her two sisters form a loving, supportive family. ReBecca and Joe are both

teachers. When Trista was at Cario Middle School, ReBecca was there to make sure she had every advantage possible in a public school setting. At Wando High School, Joe is her home-room teacher. Their interest and involvement have played a major role in Trista's success.

## Hugo Martinez

Eleventh grade

Roosevelt High School, Fresno, California (student of Angelica Reynosa)

Hugo is a 17-year-old junior with a very outgoing personality. Are you wondering why there's only one school picture of him? When Hugo, his mom and dad, and three brothers crossed the Mexican border into California 18 months ago, they brought only the clothes they were wearing.

Angelica Reynosa, Hugo's bilingual teacher, interprets the question about what he would like to do in the future. He responds in English, "I have a dream in my life." Then in Spanish he says he wants to graduate from high school, go to college, and be a doctor or a teacher. Hugo's mom and dad, with Angelica interpreting, express their pride in Hugo and say he is responsible, does his



All Photos: Sara Davis Powell

chores and homework, and is well rounded. Their hope is that Hugo's teachers will be positive and continue to motivate him.

Perhaps the biggest roadblock for Hugo is his lack of U.S. citizenship. This likely precludes him from receiving many grants and government loans. Without financial assistance, Hugo will probably not go to college.

## Khammany Douangsavanh

Twelfth grade

Roosevelt High School, Fresno, California (student of Craig Cleveland)

Khammany speaks fluent English at school but only Laotian at home. She participates in class consistently and demonstrates an appreciation for the value of education. As a learner, Khammany says interest in a subject is the key to motivating her to succeed. She comments that she likes history in Craig Cleveland's class because there's so much in the past to think about and so much in the future to predict.

Khammany's mom, who speaks no English and relies on Khammany to interpret, is very emotional when she says she wants her daughter to receive a good education to help her succeed. This is especially important since the death of Khammany's dad about a year ago. Mom views her daughter as the hope of their family. She's bright and determined, and her mother is obviously proud of her.

Khammany will be the first in her family to graduate from high school and would be the first to enter college. However, she will likely feel compelled to help support her mom and extended family, making four years of college fairly elusive.



All Photos: Sara Davis Powell

**PHYSICAL DEVELOPMENT.** Physical development involves how our bodies appear and how they function. Patterns of physical development are orderly in that the progression is generally predictable. Body parts mature at rates that make physical development the most obvious of the five areas of development.

Although each child follows a distinct growth curve, the most rapid growth occurs in early childhood, with steady growth through elementary school. In early adolescence there may be an explosive growth rate, leveling off in late adolescence. Girls often experience puberty as much as 2 years earlier than boys, but boys generally grow taller and heavier than girls by late adolescence (McDevitt and Ormrod, 2016).

**COGNITIVE DEVELOPMENT.** Cognitive (intellectual) development is considered the primary focus of school. Changes in cognition are just as profound—but often much more subtle—than outward physical changes. Yet, the brain grows faster than any other part of the body. By age 5, the brain has reached approximately 90% of its full size, but the body is only 30% developed (Feldman, 2014).

Jean Piaget (1896–1980) was one of the most renowned cognitive development theorists. Piaget recognized distinct differences in children’s and adolescents’ responses to questions that directly correlated to their chronological ages. This was the beginning of his research into the four **stages of cognitive development**, encapsulated in Figure 2.2.

**Figure 2.2** Piaget’s model of cognitive development

Sensorimotor intelligence (birth to 2 years of age)

Children primarily learn through their senses as their motor capabilities develop. Children in this stage don’t actually “think” conceptually.

Preoperational thought (2–7 years of age)

Children begin to use symbols and their grasp of concepts develops rapidly. They begin to think about things and people outside their observable environment. Their viewpoint is generally limited because they have little ability to see things from different perspectives.

Concrete operations (7–11 years of age)

Children begin to think logically. They understand the concept of conservation, that quantities don’t change because they are moved. Through manipulation of concrete objects they understand concepts such as number, space, and causality. They begin to see things from varied perspectives and draw conclusions.

Formal operations (11 years of age and on)

Adolescents progress from concrete thinking to the capability of thinking abstractly. They are able to make predictions, experience metacognition (thinking about thinking), and appreciate and use the structure and subtleties of language.

**Based on:** McDevitt, T. M., & Ormrod, J. E. (2016). *Child development and education*. Upper Saddle River, NJ: Merrill/Pearson Education.

Although Piaget’s work is still held in high esteem, researchers have concluded that he based much of his theory on children’s deficits rather than on their strengths. Children may be more capable at younger ages than Piaget believed. Teachers may benefit from knowing about Piaget’s stages, but should never use them to limit how and when the intellectual capabilities of students are stretched.

Rather than looking at their deficiencies, noted Russian psychologist Lev Vygotsky (1896–1934) advocated determining children’s intellectual abilities and then providing opportunities for intellectual growth. He proposed that a child’s cognitive development increases through exposure to new information and that learning takes place within the individual’s **zone of proximal development**. This zone is the level at which a child can almost, but not completely, grasp a concept or perform a task successfully. As learning takes place, the zone widens. This theory is akin to **scaffolding**, a concept widely accepted within education that takes its name from the construction term for

temporary supports placed around a structure to allow work to be completed. Vygotsky viewed learning scaffolding as the support given to children to help them move through progressive levels of learning.

Additionally, Vygotsky believed that children's learning is shaped by the culture and society around them. The more interactions, the greater the learning, as a child moves forward within an ever-expanding zone of proximal development (Feldman, 2014).

Focus student Dylan Todd repeated kindergarten, a situation his teachers and parents decided was best. Dylan's cognitive development was not the reason for repeating the grade level, but rather his social development.

**EMOTIONAL DEVELOPMENT.** Human experiences are given meaning through emotions. Both our emotions and our responses to them become more complicated with time. Children and adolescents experience a wide array of emotions, including happiness, anxiety, anger, fear, sadness, shame, and pride. For young adolescents, all these emotions—and more—may be experienced in one class period. Teachers need to be able to identify emotions as well as know how and when to respond to them.

Daniel Goleman (2011) proposes that a person's **emotional intelligence quotient (EQ)** may be the best indicator of future success in life. An emotional intelligence quotient involves a set of skills that accompany the expression, evaluation, and regulation of emotions. A high-level emotional intelligence quotient indicates an ability to understand others' as well as one's own feelings, respond appropriately to them, and, in general, get along.

**SOCIAL DEVELOPMENT.** Learning to get along with others is a process that begins when young children sit next to each other in **parallel play**, agreeably sharing the same space but not communicating. When children begin to share toys and verbally communicate, they are engaged in **associative play**. Progressing to **cooperative play**, children actively coordinate ways to keep the interaction going. When you think about it, these stages of socialization describe how people relate to others regardless of age. Relating to others and thinking about them (and ourselves) is called **social cognition**. Whether we are simply coexisting (parallel play), communicating when necessary (associative play), or actively engaging with others (cooperative play), we are social creatures.

Relationships matter to us; adolescents are, at times, consumed with them. Relationships are part of America's youth culture, much of which revolves around groups that inevitably form as adolescents search for their identities. It's quite easy to see which youth subcultures appear to fit most easily into the traditional school setting—generally it's the “cool kids,” the “jocks,” and the “preppies.” Other students may exhibit different developmental patterns and be labeled “nerds,” “stoners,” “loners,” “goths,” “indies,” and so on. The names may change, but the subgroups live on. As teachers, our challenge is to connect with all our students and let them know we care about them, regardless of



their social affiliations. Helping students develop positive and productive relationships within society is a major aspect of what teachers do.

**CHARACTER DEVELOPMENT.** A discussion of character, or moral, development can easily become value laden, depending on particular religious or ethical beliefs. Even so, certain character traits are considered positive by almost everyone, including honesty, trustworthiness, fairness, caring, and citizenship.

Many packaged programs are available for schools and teachers to use to help students think through moral issues. School districts will often purchase programs with glossy posters and prepared lessons in hopes teachers will use the materials since they don't have to use their time to actually create anything. These programs are seldom effective or long-term (Weissbourd, 2012). However, when a school faculty determines to make an impact on student character development through modeling and emphasis throughout the curriculum, students often benefit.

Character education is one of the nonacademic pieces that are often the key to success in school and in life. To talk about character education in ambiguous ways will likely have no effect on students. However, when we attach traits with definitions and examples, character education may take on a practical slant that will actually be good for students. The Knowledge Is Power Program (KIPP) charter school network of public schools emphasizes seven character strengths: grit, zest, optimism, self-control, gratitude, social intelligence, and curiosity (Kamenetz, 2015). These strengths and others can be talked about each day, in any classroom, and by every teacher.

The phrase **moral compass** refers to a person's ability to judge what is right and wrong and act accordingly. Building a secure, honest, positive, and empathetic moral compass is what character education is about. Helping students develop a moral compass appears to be nonexistent in many school environments (Barnwell, 2016). With increasing pressure to concentrate on content knowledge and skills, some teachers feel that they don't have time to emphasize character development. However, please understand that it's *unavoidable*. We teach who we are; students learn *us*. Every day we impact students' character development by the way we treat others and handle dilemmas. With awareness of our powerful influence and responsibility, we will infuse our curriculum with elements of a moral compass through our example and purposeful discussions of life-affirming philosophy.

Noted developmental psychologist Lawrence Kohlberg contends that people pass through **stages of moral reasoning**, as illustrated in Figure 2.3. Kohlberg's stages are based primarily on observations of males in Western culture and have been criticized for not being more universal or sensitive to gender differences. Even so, carefully considering the stages and thinking about the overall developmental stages of our students will help us understand some of their attitudes and actions.

Information about how people develop in all five of the major areas abounds. A brief summary of generalizations of development within early childhood, elementary, middle, and high school levels is shown in Table 2.1.

**Figure 2.3** Kohlberg's stages of moral reasoning

- Stage 1: A rule is a rule, and people obey rules to avoid punishment.
- Stage 2: Rules are followed or disobeyed based on rewards.
- Stage 3: People obey rules because it's what others expect of them.
- Stage 4: Society's rules are what's right, and people conform to expectations.
- Stage 5: People follow rules out of obligation to what is agreed-upon behavior in their society. Laws and rules can be changed if society sees a compelling need.
- Stage 6: People follow rules that agree with universal ethics. If a law doesn't, they feel free to disobey it.

**Based on:** Adapted from Kohlberg, L. (1984). *The psychology of moral development: Essays on moral development*. San Francisco: Harper & Row.

**Table 2.1** Developmental characteristics by level

|           | Early Childhood   | Elementary   | Middle   | High   |
|-----------|---|--|--|--|
| PHYSICAL  | <ul style="list-style-type: none"> <li>Dramatic changes in appearance and abilities</li> <li>Boundless energy</li> <li>Rapid brain growth</li> <li>Healthiest time of life</li> </ul>   | <ul style="list-style-type: none"> <li>Coordination increases</li> <li>Dexterity improves</li> <li>Steady growth</li> <li>Significant differences in size among children</li> </ul>  | <ul style="list-style-type: none"> <li>Onset of puberty</li> <li>Sudden growth spurts may change appearance</li> <li>Specialized gross and fine motor skills develop</li> <li>Some risk-taking behaviors exhibited</li> </ul>  | <ul style="list-style-type: none"> <li>Sexual/reproductive maturity reached</li> <li>Girls complete growth spurt; boys continue to grow</li> <li>High level of physical risk-taking activities exhibited</li> </ul>  |
| COGNITIVE | <ul style="list-style-type: none"> <li>Piaget's preoperational stage</li> <li>Very intense brain activity</li> <li>Increased ability to speak with coherence, understand organization and patterns, and learn prerequisites for reading</li> </ul>                              | <ul style="list-style-type: none"> <li>Piaget's concrete operational stage</li> <li>Increased ability to think logically, apply learning strategies, view multiple perspectives, decode phonetically, and read aloud</li> </ul>                                    | <ul style="list-style-type: none"> <li>Beginning of Piaget's formal operational stage</li> <li>Often self-absorbed</li> <li>Increased ability to reason, solve complex problems, and use varied learning strategies</li> </ul>   | <ul style="list-style-type: none"> <li>Capacity for adultlike thought</li> <li>Increased ability to reason abstractly, make decisions with more realism, and discern which learning strategies are effective</li> </ul>  |
| EMOTIONAL | <ul style="list-style-type: none"> <li>Self-concept develops and is influenced by family and society</li> <li>Self-conscious emotions such as guilt and pride develop</li> </ul>  | <ul style="list-style-type: none"> <li>Self-concept becomes more complex and differentiated</li> <li>Coping skills develop</li> <li>Emotional ties beyond family develop</li> </ul>  | <ul style="list-style-type: none"> <li>May be emotionally volatile</li> <li>Drop in self-esteem</li> <li>Strong emotional ties with friends develop</li> <li>Frequent mood changes</li> <li>Begins to establish a sense of identity</li> </ul>   | <ul style="list-style-type: none"> <li>Sense of being invulnerable</li> <li>May be prone to depression</li> <li>Seeks independence and a sense of control</li> <li>Sense of identity develops</li> </ul>   |
| SOCIAL    | <ul style="list-style-type: none"> <li>Relationships with adults centered on direction, care, and protection</li> <li>First friendships are developed</li> <li>Types of play change from individual to cooperative</li> <li>Becomes aware of other people's feelings</li> </ul> | <ul style="list-style-type: none"> <li>Increasingly concerned with making and keeping friends</li> <li>Becoming more assertive</li> <li>Groups are generally same-gender</li> <li>Capable of empathy</li> <li>Awareness of social conventions and rules</li> </ul> | <ul style="list-style-type: none"> <li>Conflicts with parents and other adults likely</li> <li>Peers become more influential than adults</li> <li>Popularity, or lack of it, becomes very important</li> <li>Awareness develops of sexuality and gender-related relationships</li> </ul> | <ul style="list-style-type: none"> <li>Identity crisis may lead to social dysfunction</li> <li>Mixed-gender groups</li> <li>Conformity with others decreases</li> <li>Desire for self-reliance</li> <li>Often overwhelmed with demands of relationships</li> </ul> |
| CHARACTER | <ul style="list-style-type: none"> <li>Rules are rigid</li> <li>Begins to understand intentionality</li> <li>Aggression declines as language develops</li> <li>Beginning awareness that actions may cause others harm</li> </ul>  | <ul style="list-style-type: none"> <li>Rules come from shared knowledge</li> <li>Increased awareness of others' problems</li> <li>Experiences guilt and shame over moral wrongdoing</li> </ul>   | <ul style="list-style-type: none"> <li>Strong sense of fairness</li> <li>Desire to help those less fortunate</li> <li>May value social approval over moral conviction</li> </ul>   | <ul style="list-style-type: none"> <li>Understands the need for rules to promote society</li> <li>Increased concern about fulfilling duty to benefit others</li> </ul>   |

**Based on:** Feldman (2014); Gallahue and Ozmun (2012); Goleman (2011); McDevitt and Ormrod (2016); Powell (2015).

## 2.2 How Are Gender Differences Manifested in Schools?

### 2.2 Express how gender differences are manifested in schools.

It's common in U.S. households for girls to be encouraged to engage in what are considered gender-appropriate activities, such as playing with dolls and cooking on make-believe stoves; boys are encouraged to play with cars and throw balls. Household chores are often assigned by gender, with girls asked to wash dishes and boys asked to cut the grass. Boys and girls sense very quickly that there are expectations based on gender. **Gender stereotyping** occurs when perceived gender differences are assumed for all people, as in assuming that the play and chores just described are always appropriate for one gender or the other. **Generalizations** about gender differences appropriately begin with phrases such as *tend to*. These two words indicate generalizing, as opposed to stereotyping. **Gender bias** is the favoring of one gender over the other in specific circumstances.

The federal government recognized gender bias in schools in 1972 when Congress passed **Title IX of the Education Amendments Act**, which states, "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to **discrimination** under, any education program or activity receiving Federal financial assistance." Title IX has helped correct inequitable treatment of males and females in schools, most notably in athletic programs involving teams.

### Social Aspects of Gender

During early childhood, children are friends with whoever is convenient at day care, in preschool, or in the neighborhood. During the elementary school years, children begin choosing friends of the same gender who have similar interests. With the advent of puberty, friends of the opposite gender begin to be included, and this trend continues through high school.

Boys tend to base their play on activities, whereas girls tend to base their play on talking. In group play, boys tend to play in more adventurous ways, such as acting out battles and physically challenging each other, whereas girls tend to take on roles that are calm, such as playing house or school. Research shows that boys tend to be more aggressive than girls, at least in physical ways. Boys most often show what researchers call **instrumental aggression**, or aggression based on attempting to meet a specific goal, such as grabbing a toy or establishing dominance in an activity. Girls may be as aggressive, but usually in more subtle ways—ways that are more emotional than physical. This type of aggression is known as **relational aggression** and may include name-calling, gossiping, or saying mean things just to be hurtful.

### Achievement and Gender

In general, researchers have found that boys tend to set higher goals than girls and attribute their achievement to ability. When they fail, they tend to attribute their failure to lack of effort. In contrast, when girls meet their goals, they tend to attribute their success to effort. When they fail, they tend to attribute their failure to lack of ability (Vermeer, Boekaerts, and Seegers, 2000). This generalization, illustrated in Table 2.2, is significant for teachers to understand. It indicates that one gender may view failure as the result of lack of effort, which is easily corrected. The other gender may view failure as the result of a lack of ability, which is not easily corrected.

Until recently, it was generally held that boys scored higher than girls in almost every area tested. In the last 20 years, however, the academic gender gap has been closing. Society's expectations have also changed. With girls excelling in sports and boys in the arts, for example, it is evident that gender doesn't predict talent or aptitude, physical or cognitive (American Academy of Pediatrics, 2015).