LESLIE S. KAPLAN ■ WILLIAM A. OWINGS

FOUNDATIONS OF EDUCATION

THIRD EDITION

Foundations of Education

Third Edition

We dedicate this book to all future teachers for the many lives you will touch and change, making our country and our world a better place.

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Foundations of Education

Third Edition

Leslie S. Kaplan

Newport News Public Schools (Retired)

William A. Owings

Old Dominion University

SAGE

Los Angeles | London | New Delhi
Singapore | Washington DC | Melbourne

FOR INFORMATION:

SAGE Publications, Inc.
2455 Teller Road
Thousand Oaks, California 91320
E-mail: order@sagepub.com

SAGE Publications Ltd.
1 Oliver's Yard
55 City Road
London, EC1Y 1SP
United Kingdom

SAGE Publications India Pvt. Ltd.
B 1/I 1 Mohan Cooperative Industrial Area
Mathura Road, New Delhi 110 044
India

SAGE Publications Asia-Pacific Pte. Ltd.
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Content Development Editor: Chelsea Neve

Production Editor: Veronica Stapleton Hooper

Copy Editor: Amy Hanquist Harris

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PREFACE

This third edition of *Educational Foundations* is written to help those considering a career in education make sense of today's schools and students. We do this by making traditional educational foundations topics relevant and personally meaningful to young and mature adult learners. At the same time, we offer the comprehensive scope, the scholarly depth, and the conceptual analyses and critiques of contemporary issues that demanding professors expect.

College students taking their first education course often do not see the links between foundations topics and their future careers. While reviewing "the competition" to prepare for this edition, the authors saw why. Many well-regarded foundations textbooks read like encyclopedias: 400-page compendia of "edu-facts." In contrast, less comprehensive but popular textbooks feature attention-grabbing photos but few in-depth discussions of foundations topics or provocative appraisals of current education issues. They read as if authors had checked off a list of "must-have" foundations subjects but did not develop them in any impactful way. No wonder students assigned to read these texts respond with a big, "So what?"

Given this reality, many professors choose to construct their own foundations curricula, collecting relevant articles for each key topic to generate critical thought and analyses. Although this practice generally keeps professors and students interested in the course, its curricular content tends to be highly idiosyncratic. It favors the professors' pet topics rather than presents the full scope of education foundations that prepares future educators for the institution in which they will be working.

So rather than over- or underwhelm readers, the authors decided to create an educational foundations textbook that meets both students' needs for relevance and meaning and professors' needs for respected foundations content, contemporary scholarly sources, and conceptual challenge. In short, we wrote *Educational Foundations, Third Edition* to be effectively taught and deeply learned.

In addition, we recognize that most teachers in American public schools *differ* racially, ethnically, and culturally from their students.[1] Yet regardless of family backgrounds, all students must succeed in school if they are to become self-sufficient, responsible citizens. Research affirms that working with highly effective teachers year after year can increase children's learning and, ultimately, expand their life options. This is especially critical for minority and low-income students who depend on public schools to give them the knowledge and skills needed to access bright futures.

Although students do not require teachers who look like them in order to learn, they do need teachers who respect and understand them enough to provide high expectations, academic rigor, and (academic and moral) supports needed to gain a high-quality education. Nonetheless, studies assert that "most teachers are not prepared to work in diverse classrooms and communities of color."[2] Teachers enable student learning by developing caring and respectful relationships with them. This connection is especially critical with children whose backgrounds differ from the teachers' own. So in addition to presenting the traditional educational foundations' topics, we include issues purposefully chosen to help future teachers develop empathy, understanding, and insight for *all* their students. Understanding the cultural influences and perceptions that minority and low-income children and their families

[1] Partelow, L., Spong, A., Brown, C., & Johnson, S. (2017, September 14). Americans need more teachers of color and a more selective teaching profession. *Center for American Progress*. https://www.americanprogress.org/issues/education-k-12/reports/2017/09/14/437667/america-needs-teachers-color-selective-teaching-profession/; Figlio, D. (2017, November 16). The importance of a diverse teaching force. *Brookings*. https://www.brookings.edu/research/the-importance-of-a-diverse-teaching-force/

[2] Marchitello, M., & Trinidad, J. (2019, March). Preparing teachers for diverse schools: Lessons from minority serving institutions. *Bellwether Education Partners*, p. 4. https://bellwethereducation.org/sites/default/files/Preparing%20Teachers%20for%20Diverse%20Schools_Bellwether.pdf

bring to school helps teachers more effectively bond with them, enabling educators to better assist and advance their students' learning. We also help future educators recognize the systemic school practices that can either advance—or limit—students' learning so if present, teachers may work to resist or change them. And, just as importantly, we show future teachers how they, their schools, and communities can help children avoid or overcome many obstacles in the path of their educational attainment.

The text's authors and instructors teaching an introductory course in education share many common goals for their students:

- To use a textbook that college and adult students will find readable, interesting, balanced, and significant
- To address what future educators need to know and understand so they may smoothly transition into the education profession
- To respect the traditional educational foundations content
- To give immediacy and relevance by continually linking foundation topics to "hot-button" contemporary education issues
- To provide scholarly support for important concepts with current research findings
- To *educate*, not *inculcate*,[3] by introducing students to varied perspectives on American public education and the larger social and political contexts so they can assess the information and draw their own conclusions
- To infuse teaching and learning's "best practices" by continuously engaging students and professors in reading meaningful sections of narrative, applying the content in real-world contexts, and reflecting on its meaning
- To generate socially mediated learning experiences where students can foster deeper understanding of ideas and issues by discussing them with peers and professors
- To develop culturally responsive teachers who respect and understand diverse students and recognize (and use) the cultural assets these students bring to school to increase their learning
- To cultivate reflective practitioners by providing ongoing occasions for students to think about what they are reading, interact with fellow students and their professors around the content to create fuller meaning, and develop their own philosophy of education
- To involve students in using an array of digital tools—conceptual, visual, and graphic—in learning activities as part of the instruction to advance their own learning.

Teacher educators affirm that "teaching and learning are intellectual and affective engagements."[4] Preparing future teachers should include examining their own personal and professional values as well as the larger educational and cultural ones. College education should offer students opportunities to practice reflective self-discernment as well as develop critical cultural understanding. It is through these actual changes in thought, comprehension, and—hopefully—in behavior that real learning occurs.

SPECIFIC MARKET FOR *EDUCATIONAL FOUNDATIONS, THIRD EDITION*

Educational Foundations, Third Edition is a core textbook appropriate for any introductory teacher preparation program. This course typically focuses on the describing the profession, its history in the United States, and its philosophical, structural, legal, financial, and curricular underpinnings. Almost

[3] Liston, D., Whitcomb, J., & Borko, H. (2009). The end of education in teacher education. Thoughts on reclaiming the role or social foundations in teacher education. *Journal of Teacher Education, 60*(2), 107–111. https://doi.org/10.1177/0022487108331004
[4] Liston et al., 2009, p. 109.

all teacher preparation programs require teacher education students to take an educational foundations course.

In 2018, about 23% of all bachelor's degrees awarded in the United States were in education;[5] 96% of undergraduate education BA degrees and certificates are in fields that prepare students for teaching.[6] Many of these programs offer an MA degree in teaching for candidates who, for a variety of reasons, did not pursue teaching as undergraduates.

Although community colleges have traditionally been a primary access point for minority and low-income students, the rising cost of college is swaying more middle-class families to view community college as the first 2 years of a bachelor's degree.[7] Many students stay longer. More than 120 public community colleges in 25 states now offer more than 400 baccalaureate degree programs,[8] almost half with programs in teacher preparation.[9] Studies have shown that more than 50% of teachers attended a community college for at least part of their education.[10]

Unfortunately, between 19% and 30% of teachers leave the profession before their fifth year.[11] It doesn't have to be this way. Research finds that teachers with strong teacher preparation backgrounds are more likely to increase student learning and achievement *and* continue in the profession.[12] In our view, a strong teacher preparation background begins with its first courses. We believe that our text provides the high-interest subject matter and engaging learning activities to enable future teachers to make a smooth transition into the profession, continually strengthen their skills and confidence, and stay.

Two- and four-year college education departments and courses, including Foundations of Education, Foundations of Teacher Education, and Introduction to Education, are primary markets for this book. A secondary market would be the course Introduction to Teaching.

MAJOR FEATURES OF *EDUCATIONAL FOUNDATIONS, THIRD EDITION*

This text offers special features and pedagogical aids to facilitate student learning.

- **Learning Objectives**: Correlated to each chapter's main sections, learning objectives engage students in analytical thinking about the chapter topics. To have students demonstrate high levels of cognitive reasoning, we ask them to "assess, defend, critique, compare and contrast, predict, support or argue" the section's main ideas. After completing the chapter, students should be able to show that they understand and can analyze, synthesize, evaluate, and apply their new knowledge and insights.

[5] One source reports that 82,621 BA degrees awarded in education, 2018. See: Bustamante, J. (2019, June 8). College graduation statistics. Educationdata.org. https://educationdata.org/number-of-college-graduates/

[6] King, J. E. (2018). *Colleges of education: A national portrait*. American Association of Colleges of Teacher Education. https://secure.aacte.org/apps/rl/res_get.php?fid=4178&ref=rl

[7] Spencer, K. (2018, April 4). Middle-class families increasingly look to community colleges. *The New York Times*. https://www.nytimes.com/2018/04/05/education/learning/community-colleges-middle-class-families.html?rref=collection%2Fsectioncollection%2Feducation-learning&action=click&contentCollection=learning&region=rank&module=package&version=highlights&contentPlacement=2&pgtype=sectionfront

[8] Povich, E. S. (2018, April 26). More community colleges are offering bachelor's degrees—and four-year universities aren't happy about it. *PEW*. https://www.pewtrusts.org/en/research-and-analysis/blogs/stateline/2018/04/26/more-community-colleges-are-offering-bachelors-degrees

[9] The National Association of Community College Teacher Education Programs. (2013). *The crucial role of community colleges in teacher preparation and professional development*. http://nacctep.riosalado.edu/Drupal/PDF/CR_2013.pdf

[10] National Association of Community College Teacher Education Programs. (2019). About us. http://nacctep.riosalado.edu/new/About_Us.html

[11] Castro, A., Quinn, D. J., Fuller, E., & Barnes, M. (2018). *Policy brief 2-18-1: Addressing the importance and scale of the U.S. teacher shortage*. University Council for Educational Administration. http://www.ucea.org/wp-content/uploads/2018/01/Addressing-the-Importance-and-Scale-of-the-US-Teacher-Shortage.pdf

[12] See: American Association of Colleges for Teacher Education (AACTE). (2012, Spring). How teacher preparation affects student achievement. *What We Know*. https://secure.aacte.org/apps/rl/res_get.php?fid=485&ref=rl; Boyd, D. J., Grossman, P. L., Lankford, H., Loeb, S., & Wyckoff, J. (2009). Teacher preparation and student achievement. *Educational Evaluation and Policy Analysis, 31*(4), 416–440. http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.866.5199&rep=rep1&type=pdf

- **Standards**: The text has been thoroughly revised to reflect current standards, including 2013 InTASC Standards. Each chapter begins with a list of the relevant InTASC Standards it addresses. A summary of where each InTASC standard appears below.
- **American Education Spotlight**: Each chapter contains personal and professional portraits of notable individuals in education from varied backgrounds or viewpoints who contribute in a major way to the topic under study. *Spotlight* profiles include Nel Noddings (Chapter 1); Linda Darling-Hammond (Chapter 2); Diane Ravitch (Chapter 3); Horace Mann (Chapter 4); Ruby Bridges (Chapter 5); Richard Rothstein (Chapter 6); Pedro Noguera (Chapter 7); Derald Wing Sue (Chapter 8); Amy June Rowley (Chapter 9); Rick Hess (Chapter 10); Michael Rebell (Chapter 11); Lisa Delpit (Chapter 12); Robert Marzano (Chapter 13); and Ronald Edmonds (Chapter 14).
- **FlipSides**: In every generation, education debates roil the profession. FlipSides presents readers with a range of philosophical and practical education dilemmas, garners arguments for each position, and invites readers to decide for themselves. Attention-grabbing FlipSides issues include Is Teaching an Art or a Science? (Chapter 1); Should Effective Teachers Receive Performance (Merit) Pay? (Chapter 2); Essentialist or Critical Theory? Which Philosophy of Education Should Guide Today's Schools? (Chapter 3); Traditional Teaching Versus Culturally Responsive Teaching: Which Approach Will Help Today's Diverse Students Learn to High Levels? (Chapter 8); The Case For and Against Standardized Testing (Chapter 13); and Which Matters Most in Student Achievement: Families or Schools? (Chapter 14). In short, FlipSides helps professors bring more relevance and conceptual challenge to the foundations classroom and, ideally, helps students learn to argue with data and facts (rather than opinion) and to disagree without being disagreeable.
- **Reflect & Engage Activities**: Successful teachers know that asking students to think about and actively use newly learned information in personally meaningful ways helps them better understand and retain the information. Located immediately following each chapter's major concepts, these "minds-on," "hands-on," small-group, and class activities include problem-solving, role-playing, and using digital tools for mind mapping and constructing "wordles" (word clouds) and graphic images. These learning activities help students clarify what they are learning, make it relevant and personally meaningful, increase retention and transfer, and enhance students' facility using digital tools to extend learning. Professors can adapt and revise these activities as they desire to accomplish their instructional goals.
- **Teacher Scenarios: It's Your Turn:** In this new feature at each chapter's end, we present a brief, real-world education situation with a dilemma. Readers must apply the chapter's ideas in innovative ways to address the scenario's problem effectively. Professors can use these scenarios as culminating in-class activities or as individual or small-group assignments. It is the type of highly appealing learning that most young (and older) adults enjoy.
- **Key Take-Aways**: Rather than an end-of-chapter summary, key take-aways (organized by the chapter's learning objectives) remind readers of each section's "big ideas" worth remembering. This helps to answer the readers' question, "So what?"
- **Diverse Voices** (in the online instructor's manual): Disability, race, sexual identity, poverty, academic capacity: How do these dynamics affect teaching and learning? Just as a picture can be worth a thousand words, getting a firsthand experience can make an abstraction real—and memorable. The instructor's manual contains personal essays and excerpts (with links to the original articles) from individuals who have lived the issues discussed and suggests ways teachers can help students like they were. For example, in "Scott's Journey," a young man with cerebral palsy tells his experiences moving from a totally segregated school setting for children with disabilities to a regular high school. As his peers, teachers, and administrators looked beyond what Scott could not do to what he *could* do, he became a participating member of his school community.

NEW TO THIS EDITION

The 7 years between the second and third editions of *Educational Foundations* witnessed substantial shifts in education research, thought, and practice. New data are available about how education reform, policy changes, societal influences, and student diversity are affecting teaching and learning. The heightened need to educate *every* student to high levels while recognizing (and trying to remedy or end) the factors that work against their academic success, the increasing political and legal sway toward education privatization, the growing need to teach using technology and internet platforms, and the evolving nature of the education profession toward greater teacher career options shaped how we approached this edition. In addition to updating our tables and figures, our chapters now explore these current topics and their impacts on teachers, students, and the profession.

- **Chapter** 1: Teachers Shape the Future begins with a new title to better recognize what our profession does and presents a new section on Technology and Education in a Global Environment.
- **Chapter 2**: Teaching as a Profession now describes how the teaching profession is evolving, looking at how millennials are changing expectations for careers in education, citing teacher career advancement initiatives, and critiquing the new national teacher preparation accreditation organizations (CAEP and AAQEP).
- **Chapter 3**: Philosophy of Education now has Reflect & Engage activities that ask students to identify the parts of the chapter's four educational philosophies with which they agree and begin to construct their own philosophy of education.
- **Chapter 4**: The History of American Public Education introduces Catherine Beecher, a prominent 19th century educator who advanced teaching as a career for women. The chapter also focuses new attention on private schools in the new American nation and asks whether education's purpose should be religious or secular.
- **Chapter 5**: Education Reform—1900 to Today has a Recent Trends section that now analyzes the growing influence of education privatization (i.e., the economic/political orientation, charter schools, school vouchers, and virtual education), social–emotional learning, and personalized learning, as well as their impact on student attainment (each with related research findings). The latest version of the Elementary and Secondary Education Act—the Every Student Succeeds Act—also appears.
- **Chapter 6**: Competing Goals of Public Education now explains "critical consciousness." It also highlights how the disparities in academic quality and learning climates between schools serving affluent as compared with low-socioeconomic-status students create an "opportunity gap" rather than simply an "achievement gap" stemming from the systemic obstacles to low-income children's school success.
- **Chapter 7**: Cultural, Social, and Educational Causes of the Achievement Gap and How to Fix Them debates the "melting pot" theory of cultural assimilation versus a nation of separate ethnic groups and "cultural pluralism" theory and suggests how integrate the two concepts. In considering how school factors may reduce the "achievement/opportunity gap," we now include evidence that a well-functioning preschool experience supports students later in school and life. We also address ways of reconciling cognitive dissonance so teachers can become fully aware of (and work to change) unfair school and teaching practices.
- **Chapter 8**: Diversity and Cultural Assets in Education expands our understanding of student diversity to include often marginalized gifted and LGBTQ+ students. We also analyze how students' perceptions of microaggressions influence their learning and appraise how white privilege theory and "white fragility" theory may shape the learning environment. Likewise, we introduce the intersectionality concept with which teachers can better understand and appreciate their students' natural complexities (and reduce stereotyping).

- **Chapter 9**: Teachers, Ethics, and the Law presents the Model Code of Ethics for Educators (2015) to guide preK–12 educators in their decision-making and to help teacher preparation programs nurture their teacher candidates' ethical problem-solving capacities. We also spend extra time on "cyberbullying of students and staff" to inform future teachers about what cyber behaviors are (or are not) legal.
- **Chapter 10**: School Governance and Structure expands diversity of thought with an American Education Spotlight featuring Rick Hess, a conservative public intellectual and education policy analyst.
- **Chapter 11**: School Finance places extra emphasis on how money—the total amount and how it is spent—matters in improving student outcomes. The chapter now gives students the opportunity to compare two schools' budgets in an eye-opening exercise in fiscal (in) equity, and it includes an analysis of recent trends of using taxpayer dollars to pay for private education.
- **Chapter 12**: Curriculum and Instruction combines two previously separate chapters to better focus on the key concepts in each area. We highlight types of curricular organization and new scientific understanding of how people learn and its influence on classroom instruction. We also consider how the COVID-19 pandemic changed how we use technology to plan and deliver instruction, maybe forever, and the equity issues it raises.
- **Chapter 13**: Standards, Assessment, and Accountability includes a new discussion of the "opting out" movement in response to the overuse (and misuse) of standardized testing.
- **Chapter 14**: Educating Everyone's Children begins with a more apt name and concludes with a discussion of "public schools as a public good" and "teaching as a public service."

Although Chapters 8 and 12 sustained lengthy revisions to better focus on new trends and "big picture" concerns, most chapters required important but unobtrusive updates in data and content. Similarly, to increase diversity of thought on education topics, we expanded the American Education Spotlight section to introduce a wider range of influencers and ideas in education policy and practice with the additions of Pedro Noguera, USC dean and education professor (Chapter 7); Derald Wing Sue, Teachers College Columbia professor and originator of the microaggression theory (Chapter 8); Rick Hess, resident scholar and director of education policy at the American Enterprise Institute (Chapter 10); and Robert Marzano, American education researcher and author (Chapter 13).

Lastly, in COVID-19's wake, we see preK–16 schooling's reshaping. Today, we are all learners. By trial and error, teachers are learning to design and conduct engaging lessons for internet platforms, deliver learning remotely, and flexibly pair hybrid and in-class instruction as necessary to meet societal conditions. Parents homeschooling their children (with their teachers' learning materials and encouragement, although at a distance) are developing a deeper and more tangible appreciation for teachers' essential roles in educating our children and schools' vital roles in structuring community life. Many of these technological and social innovations likely will continue. Trends currently remaking the teaching profession may even accelerate. What remains constant is our unshaken confidence that teachers shape the future and our desire to help prepare future educators to make successful transitions into tomorrow's classrooms.

A NOTE ON LANGUAGE IN THE THIRD EDITION

Culture and language evolve over time. This includes how we describe historically and socially marginalized persons. In earlier editions, the authors used the term "minority," a word without specificity that can conflate or erase important differences or identities. In this edition, however, the authors have actively tried to reduce this use of the term and be as specific as possible in each context, using more contemporary terms to describe these student demographics in common parlance today. When we do use the term "minority" without more nuance—such as in Chapter 8's The Racial and Cultural

Identity Development Model—it is a legacy term from the original model or written as used at the time of the source's original publication. Today, we strive to use more modulated, complex terms that groups use to define themselves.

ORGANIZATION OF THE THIRD EDITION

Chapter 1: Teachers Shape the Future includes discussion of teaching as an inspiring, satisfying, and important profession; the personal qualities of effective teachers; the moral purposes of education; technology and trends affecting education in a global environment; and what 21st century students need to learn. We discuss the 2013 InTASC (Interstate New Teacher Assessment and Support Consortium) 10 Model Core Standards for the knowledge, dispositions, and skills expected of effective teachers.

Chapter 2: Teaching as a Profession includes information about factors that make teaching a profession; how the teaching profession has evolved**;** research on teacher preparation, teacher quality, student achievement, and teacher longevity; and the impacts of schools' professional culture on teacher retention. The chapter also considers the teaching profession's changing career expectations and advancement initiatives (including alternative salary structures such as performance pay, knowledge- and skills-based pay, differentiated salary schedules, and career pathways).

Chapter 3: **Philosophy of Education** includes traditional, progressive, existential, and critical theories of education; considers valid and enduring insights from each of the philosophies; and shows how teachers may use each of them.

Chapter 4: **The History of American Public Education** discusses cultural influences on education in early colonial America; early education in the New England colonies; early education in the middle colonies; and early education in Virginia, southern colonies, and elsewhere. We also review early education of African Americans and Native Americans; public schooling during the early national period; and the movement toward universal schooling.

Chapter 5: **Education Reform—1900 to Today** talks about challenges to traditional concepts of schooling (i.e., education as human development); describes how national reports and scientific management theory influenced public schools' organization and curriculum; and explains how Booker T. Washington, W. E. B. DuBois, and legal and legislative actions advanced African Americans' education. We consider world wars, the Great Depression, vocational education, the *Coleman Report*, special education, and *A Nation at Risk* through the Every Student Succeeds Act, as well as virtual education, education privatization, social–emotional learning, and personalized learning.

Chapter 6: **Competing Goals of Public Education** considers the general and wide-ranging nature of American education goals; presents conservative, liberal, and critical theories and their competing educational aims; reflects on realizing education's purpose (investing in human capital); and asks, "Is education still the key to the American dream?"

Chapter 7: **Cultural, Social, and Educational Causes of the Achievement Gap and How to Fix Them** looks at education through the lens of society and schools. It introduces an analysis of our culture's evolving view of diversity (from the "melting pot" to cultural pluralism) and the public schools as socializing agents; the relationships among family resources and school success, outlooks, and opportunities; poverty and education; segregation and the achievement/opportunity gap; and school practices that either contribute to—or reduce—the unequal opportunities for diverse students.

Chapter 8: **Diversity and Cultural Assets in Education** looks at education through the individual student's lens. It discusses today's student diversity (including gifted students, English language learners, students with disabilities, LGBTQ+ students, and immigrants); race as a social (not scientific) construct; and how people develop cultural and racial/ethnic identities. The chapter also considers underrepresented students' perceptions (oppositional culture theory, stereotype theory, and microaggressions theory) and academic performance; discusses how white identity theory affects teachers and students; and suggests ways to foster student resilience and achievement.

Chapter 9: **Teachers, Ethics, and the Law** introduces the Model Educator Ethical Standards (2015); discusses why teachers have standards for professional behaviors, teacher certification/licensure, and contracts; what tenure is (and is not); and teachers' and students' constitutional freedoms

(and their limits) in schools. Written largely in a question-and-answer format, the chapter attempts to make the problematic legal issues and their adjudication more immediately clear and relevant to future teachers.

Chapter 10: **School Governance and Structure** includes sections on the federal role (Department of Education, legislative, and judicial) in education; student assessment at the national level; the state players in education policy and practice; the local leaders and support staff who shape education policy (and student success); and structural issues that affect schools' effectiveness.

Chapter 11: School Finance highlights how money matters in education, focusing on how a country's investment in education builds its nation's human capital, increases individuals' employability and earning potential, and reduces public social costs. The chapter also discusses federal, state, and local sources of school revenues; identifies the budget categories in which school districts spend money; clarifies how equity and adequacy issues in school funding impact student learning and achievement; and discusses taxpayer resistance and using taxpayer dollars to pay for private schooling.

Chapter 12: **Curriculum and Instruction** describes the separate yet interdependent relationships among curriculum, instruction, and society's goals for students; traces the ways in which public school curricula respond to intellectual, societal, and political influences; discusses how a school's curricular balance impacts children's personal, social, and intellectual growth and development; explains how groundbreaking advances in our understanding of how people learn impacts classroom instruction; and talks of the potentially lasting impact of the COVID-19 pandemic on technology, teaching, learning, and equity.

Chapter 13: **Standards, Assessment, and Accountability** critiques how educational standards contribute to student achievement, school accountability, and teachers' professional growth; describes how teachers and schools use assessment to enhance teaching and learning; predicts how the principles of school assessments should influence teachers' ethical practices to advance student learning; and argues how accountability for educational outcomes means more than students' achievement test scores.

Chapter 14: **Educating Everyone's Children** examines the effective schools practices that enable public schools to provide high-quality education for every child, especially low-income and underrepresented students. These include strong instructional leadership, clear and focused mission, safe and orderly environment, a climate of high expectations, frequent monitoring of student progress, positive home–school relations, and the opportunity to learn. We also consider what they look like as practiced in schools today.

TEACHING RESOURCES

This text includes an array of instructor teaching materials designed to save you time and to help you keep students engaged. To learn more, visit www.sagepub.com or contact your SAGE representative at www.sagepub.com/findmyrep.

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INTASC STANDARDS CHAPTER GUIDE

Interstate Teacher Assessment and Support Consortium (InTASC) Standards for Beginning Teacher Licensing and development.

InTASC Standard	Description of Teacher Performance	Text Chapters
1 **Learner Development**	The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.	Chapter 1 Chapter 2 Chapter 3 Chapter 4 Chapter 5 Chapter 6 Chapter 7 Chapter 8 Chapter 9 Chapter 10 Chapter 11 Chapter 12 Chapter 13 Chapter 14
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.	Chapter 1 Chapter 2 Chapter 3 Chapter 5 Chapter 6 Chapter 7 Chapter 8 Chapter 9 Chapter 10 Chapter 11 Chapter 12 Chapter 13 Chapter 14

InTASC Standard	Description of Teacher Performance	Text Chapters
3 **Learning Environments**	The teacher works with others to create environments that support individual and collaborate learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.	Chapter 1 Chapter 2 Chapter 3 Chapter 5 Chapter 6 Chapter 7 Chapter 8 Chapter 9 Chapter 10 Chapter 11 Chapter 12 Chapter 13 Chapter 14
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 these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.	Chapter 1 Chapter 2 Chapter 3 Chapter 5 Chapter 6 Chapter 7 Chapter 8 Chapter 10 Chapter 12 Chapter 13 Chapter 14
5 **Application of Knowledge**	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.	Chapter 1 Chapter 3 Chapter 5 Chapter 6 Chapter 7 Chapter 8 Chapter 10 Chapter 12 Chapter 13 Chapter 14
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.	Chapter 1 Chapter 2 Chapter 3 Chapter 5 Chapter 8 Chapter 10 Chapter 12 Chapter 13 Chapter 14

InTASC Standard	Description of Teacher Performance	Text Chapters
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.	Chapter 1 Chapter 2 Chapter 3 Chapter 5 Chapter 6 Chapter 7 Chapter 8 Chapter 10 Chapter 12 Chapter 13 Chapter 14
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.	Chapter 1 Chapter 2 Chapter 3 Chapter 5 Chapter 6 Chapter 7 Chapter 8 Chapter 10 Chapter 12 Chapter 13 Chapter 14
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.	Chapter 1 Chapter 2 Chapter 3 Chapter 5 Chapter 6 Chapter 7 Chapter 8 Chapter 9 Chapter 10 Chapter 11 Chapter 12 Chapter 13 Chapter 14

InTASC Standard	Description of Teacher Performance	Text Chapters
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 member to ensure learner growth, and to advance the profession.	Chapter 1 Chapter 2 Chapter 3 Chapter 5 Chapter 6 Chapter 7 Chapter 8 Chapter 9 Chapter 10 Chapter 12 Chapter 13 Chapter 14

ABOUT THE AUTHORS

Leslie S. Kaplan, a retired school administrator in Newport News, Virginia, is a full-time education writer and former researcher with Old Dominion University's Research Foundation. She has provided middle school and high school instructional leadership as well as central office leadership as a director of program development. Before becoming a school administrator, she worked as a middle school and high school English teacher and as a school counselor with articles frequently published in *The School Counselor*. Kaplan's scholarly publications, coauthored with William A. Owings, appear in numerous professional journals. She also has coauthored several books and monographs with Owings, including *American Public School Finance* (3rd ed.); *Organizational Behavior for School Leadership: Leveraging Your School for Success; Introduction to the Principalship: Theory to Practice; Culture Re-Boot: Reinvigorating School Culture to Improve Student Outcomes; Leadership and Organizational Behavior in Education; Educational Foundations* (2nd ed.); *American Education: Building a Common Foundation; American Public School Finance* (2nd ed.); *Teacher Quality, Teaching Quality, and School Improvement; Best Practices, Best Thinking, and Emerging Issues in School Leadership*; and *Enhancing Teacher and Teaching Quality*. In addition, their chapter on privatizing American public schools appears in *The Oxford Encyclopedia of Educational Administration* (2021). Kaplan also serves on the NASSP *Bulletin* Editorial Board. As a person with experiences in a variety of education roles, she has the unique distinction of being honored as both Virginia's Counselor of the Year and Assistant Principal of the Year. She is a past president of the Virginia Counselors' Association and the Virginia Association for Supervision and Curriculum Development, and she served as board member and secretary for Voices for Virginia's Children. She is a 2014 National Education Finance Academy Distinguished Fellow of Research and Practice.

William A. Owings is a professor of educational leadership at Old Dominion University in Norfolk, Virginia. Owings has worked as a public school teacher, an elementary school and high school principal, assistant superintendent, and superintendent of schools. His scholarly publications, coauthored with Leslie S. Kaplan, include books on educational leadership, school finance, and educational foundations, as well as articles in *National Association of Secondary School Principals (NASSP) Bulletin, Journal of School Leadership, Journal of Education Finance, Journal of Effective Schools, Phi Delta Kappan, Journal of Academic Perspectives, Teachers College Record*, and the *Eurasian Journal of Business and Economics.* Owings has served on the state and international boards of the Association for Supervision and Curriculum Development (ASCD) and is a member of the *Journal of Education* Finance Editorial Advisory Board. He also reviews articles for the NASSP *Bulletin Educational Administration Quarterly, Eurasian Journal of Business and Economics, Asia Pacific Journal of Education*, and *International Journal of Education Research*. He is a frequent presenter at state and national conferences and a consultant on educational leadership, school finance, and instructional

improvement. He is a 2014 National Education Finance Academy Distinguished Fellow of Research and Practice. Owings and Kaplan share the 2008 Virginia Educational Research Association Charles Edgar Clear Research Award for Consistent and Substantial Contributions to Educational Research and Scholarship.

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1 TEACHERS SHAPE THE FUTURE

InTASC Standards Addressed: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10

LEARNING OBJECTIVES

After you read this chapter, you should be able to

1.1 Support the view that teaching is an inspiring, satisfying, and important profession.

1.2 Identify the personal qualities of effective teachers.

1.3 Critique education's moral purposes and how teachers enact these through caring.

1.4 Assess technology's role in educating students in today's global environment.

1.5 Identify and explain the 21st century skills today's students need to learn.

1.6 Describe the InTASC Model Core Standards and key themes for teachers.

"Teachers are heroes. Doctors save lives, but teachers help to create and shape them. What work could be more valuable?"[1] In fact, the 2020 COVID-19 pandemic validated teachers as frontline workers essential to our children, our economy, and the American way of life.

Today's American educators are engaged in an endeavor without precedent: supporting high standards for every student and providing the needed academic and affective scaffolding to ensure that every student reaches them. Effective teachers are vital if every American child is to receive a first-class education and the life-enhancing opportunities that it brings. But to be effective, teachers need a strong academic and professional preparation—a solid grounding in content knowledge and pedagogy and, increasingly, teaching well on digital platforms—*plus* healthy doses of idealism and optimism if they are to respond successfully to their diverse students and meet daily classroom challenges. They need an *education*, not merely *training* to develop the essential knowledge, skills, and perspectives that inspire a sincere commitment to understand every learner's needs and obstacles, meeting the former and overcoming the latter. Future teachers also need an education that will enable them to become reflective decision-makers who work collegially and ethically with other educators, parents, and their communities in their students' best interests and who expect to improve their professional practice throughout their careers.

As an essential part of a high-quality teacher preparation program, this educational foundations text will help guide you to become this type of teacher.

1.1 TEACHING AS AN INSPIRING, SATISFYING, AND IMPORTANT PROFESSION

Being a teacher is important and demanding work. "It takes a great deal of dedication to walk into school every day with enthusiasm, energy, and love, often in spite of conditions that make doing so a constant struggle. Yet some teachers do it all the time, and many remain in the classroom for years with a commitment that is nothing short of inspirational."[2]

Noted education professor Sonia Nieto observes that teachers' values, beliefs, and dispositions energize them to stay in the profession. Their love for children, desire to engage with intellectual work, hope of changing students' lives, strong belief in public education's democratic potential, and anger at public education's shortcomings all lie at the heart of what makes for excellent and caring teachers.[3] Having a sense of mission, solidarity, and empathy for students, the desire to be lifelong learners, the courage to challenge conventional thinking, improvisational abilities, and a passion for social justice motivate and keep teachers in the profession.[4] Comfort with uncertainty, endless patience, and a sense of humor also help.

And students know the difference when they have teachers who care about them and want to help them learn. When asked how they make this determination, they answer: The teacher *teaches well* (makes the class interesting, stays on task, stops to explain), and the teacher *treats them well* (is respectful, kind, and fair).[5] In these ways, a "caring teacher" models how children can become both smart and good.

Teaching well is critical, taxing, and deeply satisfying work. Many educators enjoy sharing their professional journeys about haltingly yet successfully meeting classroom challenges. Several samples illustrate how notable teachers experience their role.

Josh Parker, the 2012 Maryland State Teacher of the Year, observes that teachers who love their work can have the power to change lives.

> [T]eaching is what love looks like in practice. Teaching children well is proof of the love that we have for children, for society, and for the future of the world. Expertise, maturity, and ethics may be the branches, but the root of even these disciplines is a deep and abiding love for the profession itself.
>
> "Mr. Parker, can I ask you a question?" a young man in class spoke up while everyone else was quietly completing their assignment. "You really love us, don't you?" I was a bit surprised but smiled in response. "Of course I do, what makes you say that?"
>
> "Well, you are here almost every day, you dress up like you're going to church, and you help us when we have problems," the young man said.
>
> I have taught disruptive students, unruly students, perfect students, hurting students, and every other type of student in between. What touches them is not the teachers' expertise, but the approach. Treat them. Talk to them. Listen. The love and empathy in your heart for who they are is the sanctifying quality of transformative instruction.[6]

Christie Watson, a National Board-Certified teacher, who teaches sixth-grade English language arts and social studies in North Carolina, writes,

> It is February, and as usual, I love my students. I no longer feel the polite, anxious, and determined love of August, but a more genuine affection that comes from really knowing them. By this point in the year, my students and I have figured each other out. I know their interests, work habits, and personality quirks. They know how to tease me and what questions will prompt me to tell a story. We have established a level of mutual respect, and now we laugh more heartily, grin more frequently, and feel a warmth in the classroom despite the gloomy weather outside.
>
> I'm in a similar season in my career. Somehow the weeks have turned into semesters, which have turned into years, and I find myself a veteran teacher. The love I have for my profession is deeply rooted in the person I've become, and I find a satisfaction in being an education veteran that I couldn't have predicted in those first turbulent years in the classroom. After all, love is a flame, a madness, a battlefield—pick your metaphor—and teaching can be too.
>
> Full of good intentions, I blazed through my first few years in the classroom, loving my students fiercely, putting in long hours, making countless mistakes, and shedding many tears. Fortunately, with persistence and a lot of support, I was able to survive those years. Now my relationship with teaching resembles all the best long-lasting loves—rich, fulfilling, still passionate, yet less likely to hurt.
>
> So how do we develop a love of teaching that lasts? [Veteran educators share] many of the same strategies:
>
> **Be a lifelong learner**. A key to long-term success in the classroom is a willingness to try new things. Public education is ever-changing, and while change can be intimidating, it is also incredibly rejuvenating. . . .
>
> **Be Invested**. Seeking opportunities for teacher leadership is both gratifying and invigorating. . . . It feels good to be heard, to know that we matter, and to aid in decision-making. Feeling invested in your school and community validates your hard work and makes it easy to stay. . . .

Find your support. I would not be the teacher I am today without many individuals investing time and effort into helping me be successful. My first principal believed in me, despite my disastrous classroom management, and my first teammates helped me navigate parent conferences. . . .

Choose to love it. [A] great piece of advice I received before marriage was that love is not just a feeling; it's a decision. This idea also applies to teaching. There are always bad days, difficult months, and sometimes even entire school years that feel more draining than others. In those challenging times, it's important to step back and *decide* to love teaching anyway. . . . Try to focus on the good . . . [and] choose to bring back the fun. . . . If you're not feeling the love, odds are your students aren't either.

Don't give up. People are not attracted to education for the money, respect, or recognition. We teach because we love helping students, we love learning, and we want to make a difference.[7]

Teaching well is critical, taxing, and deeply satisfying work.

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Veteran educator Laurie Barnoski, who retired after 32 years as an English teacher, offers this love letter to the profession:

> It is true that teaching is a difficult job. It can be frustrating, exhausting, intimidating, and even frightening. Students know that if they choose a teaching career, they are going into a profession that does not pay well and is not highly respected by many people. Our current fixation on testing is a threat to teachers' job security and takes away some of their autonomy and creativity in the classroom. In addition, expectations of what teachers are supposed to accomplish can be overwhelming. Why would anyone choose to teach?
>
> Take it from someone with experience: The positive aspects far outweigh the negatives. Here are [several] reasons why I think teaching matters.
>
> - **Teaching is a worthy goal:** Teaching is a profession where you devote your life to helping young people develop into thoughtful, intelligent, positive human beings and citizens. You

might not make a lot of money, but you will be given love, appreciation, and respect from your students. How many people get to say they have the same role in shaping the next generation and in shaping society?

- **Teaching is a skilled profession:** Though a large segment of the public thinks teaching is easy, those in the classroom know better. It tests your knowledge in many subject areas and your capacity to work with students of all abilities, backgrounds, and cultures. Your job is to develop each student's potential, and that takes skills and hard work.
- **Teaching is interesting:** Each day will be different. You will be working with many individual students and colleagues with distinct personalities and needs. Every year brings a new crop of young people to get to know. In addition, you can be creative as you plan your lessons and methods of instruction.
- **Teaching brings vitality:** Being around young people on a daily basis reminds you to not take life too seriously. They are inventive and funny. One night while I was sleeping, I heard a noise on the deck but thought it was a raccoon. The next day when I opened my front door, the front of the house was covered in paper hearts. "Mrs. Barnoski, " a note read, "you have been 'heart attacked'!"
- **Teaching provides autonomy:** Though you will have to follow mandates on state testing and other rules that you may not agree with, you can be autonomous on a daily basis. You are still the authority on how each student learns. When your classroom door closes, you're the one directing the interplay.
- **Teaching creates a legacy:** In my 30-plus years of teaching, I taught over 8,000 students. It feels great to bump into them unexpectedly and discover the impact I had on their lives. When my 103-year-old aunt, who was also an English teacher, passed away, several of her former students—some of whom were in their 70s—attended her funeral. Because of what your students have learned from you, small pieces of yourself will live on.
- **Teaching fosters meaningful relationships:** You will have the opportunity to develop lifelong relationships with many of your colleagues and students. Research has shown that to succeed in life, all children need at least one adult who cares about them. You can be that person. It is a privilege.

Teaching is an amazing profession, but it's not for everyone. It is only for those who can tackle challenges, work hard, and put in the time and effort it takes to help young people succeed.[8]

For one more look at how teaching inspires its best practitioners, Jennifer Wellborn, a middle school science teacher, writes about why she teaches:

> I may be naive, but I believe that what I do day in and day out *does* make a difference. Teachers *do* change lives forever. And I teach in public school because I still believe in public school. I believe the purpose of public school, whether it delivers or not, is to give quality education to all kids who come through the doors. I want to be part of that lofty mission. The future of our country depends on the ability of public schools to do that.[9]

Even as they celebrate the complex joys of being a teacher, these veteran educators concede that the profession has its discontents. Their grievances are legitimate. Many teachers are deeply frustrated and unhappy about the profession's present condition. A 2019 *Phi Delta Kappan* poll of the public attitudes toward public schools found that half of teachers say they've seriously considered leaving the profession in recent years; and 55% say they would not want their child to follow them into the profession.[10] Inadequate salaries and benefits, high job stress, and feeling disrespected or undervalued contribute to this broad dissatisfaction. In 2019, teachers from six states went on strike for higher pay, supplies, and better working conditions. The public was on their side.[11]

Acknowledging the present difficulties, however, does not discourage many future teachers from their commitment to public service. It does not dampen their desire to pursue a worthy goal and become part of a skilled and interesting profession that can shape young lives for the better. It does not diminish their wish to build meaningful relationships with students, colleagues, and parents, often in ways that change the trajectories of students' lives. Rather, the realities of teaching actually strengthen their choice to love teaching.

These teachers, and countless others, give clear voice to the belief that teaching is an inspiring, satisfying, highly demanding, and vitally important profession. Despite its challenges, they want to become effective teachers who show children how to become both smart and good. To learn more about what motivates and cautions you about entering the teaching profession, complete the activity in the **Reflect & Engage** box, Teaching as an Important, Demanding, Satisfying Profession.

REFLECT & ENGAGE: TEACHING AS AN IMPORTANT, DEMANDING, SATISFYING PROFESSION

Teaching matters. It is an interesting, complex, exacting, and highly satisfying profession that can make profound, positive differences in children's lives.

Each student takes a blank piece of notebook paper or newsprint and divides the paper top-to-bottom and side-to-side into four sections. Label each box *A, B, C*, or *D*. Then, respond to each question that follows by drawing freehand images or using clip art or a pictogram software as your answers. You may use colored markers or pencils. When finished, discuss your image answers in pairs and then as a class:

A. What satisfactions and cautions do these excellent teachers offer future educators?

B. What motivates you to consider a teaching career?

C. What discourages you from pursuing a teaching career?

D. Describe an experience you had as an elementary or secondary school student with an exceptional teacher who meaningfully influenced who you are as a person or who stirred you to become a teacher.

1.2 PERSONAL QUALITIES OF EFFECTIVE TEACHERS

Who the teacher is as a person influences students' learning experiences.

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Just as successful educators have vivid memories about their students, the reverse is also true. Although we may not always remember specific facts learned in a particular class, most of us can easily recall volumes about the teacher's personality. Arguably, the person who fills the role of teacher is the most important factor in teaching.

Before any individual becomes a professional, he or she is first a unique person of distinct appearance, personality, interests, abilities, talents, and ways of interacting with others. A teacher's personality is one of the first characteristics that students, parents, and administrators notice. Who the teacher is as a person has a tremendous influence on the classroom climate and students' learning experiences. Even more impressive, teachers' psychological influence on students has been linked to student achievement in various studies of educational effectiveness.[12] Although many aspects of effective teaching can be learned and developed, changing an individual's personality is difficult.

Here are some of the research-based findings about effective teachers' personal qualities.[13] See if you can identify some of your own favorite teachers here:

- *Effective teachers care about their students.* They show their caring in ways that students understand, see, and feel. They put in the extra time and energy to ensure that every student succeeds. These teachers bring out the best in students by affirming and encouraging them with patience, trust, honesty, courage, listening, understanding, and knowing their students as people and as learners.
- *Effective teachers show all students (and colleagues) fairness and respect.* They establish rapport and credibility by emphasizing, modeling, and practicing evenhandedness and showing esteem. For instance, they respond to student misbehavior on an individual level—rather than by punishing the entire class. They tell students what they need to do right—and get all the facts before speaking with students about what they did wrong. And they treat students equitably and do not show favoritism.
- *Effective teachers show interest in their students both inside and outside the classroom.* When students are having difficulties, these teachers work with them—rather than scold or ignore them. Attending football games, plays, and choral and band concerts in which their students participate also shows students that their teachers genuinely care about them. It also increases students' feelings of belonging in their classrooms. At the same time, teachers maintain the appropriate professional role with students. The ability to relate in these positive ways creates a learning environment that advances student achievement.
- *Effective teachers promote enthusiasm and motivation for learning.* Teacher excitement for teaching their subject matter has been shown to increase both positive relations with students and student achievement. Effective teachers know how to inspire all students—by understanding their individual interests and, whenever possible, making connections to students' familiar and valued prior knowledge. These teachers also give students choices about what and how they will study, thus intrinsically motivating student learning. Students want to work hard and learn for teachers they think like them and who believe in their ability to learn.
- *Effective teachers have a positive attitude toward their own learning and to the teaching profession.* They have a dual commitment to student learning and to personal learning. They believe that all students can learn the school's essential curriculum—and this is more than a slogan to them. Furthermore, effective teachers see themselves as responsible, capable, and willing to deliver for their students' success. They also work collaboratively with other teachers and staff, sharing ideas and assisting to resolve difficulties.
- *Effective teachers are reflective practitioners.* They continuously and thoughtfully review their teaching practice daily, class by class. Research consistently affirms the value of reflection in developing effective teaching.[14] Self-evaluation and self-critiquing are essential learning tools. Effective teachers seek greater understanding of teaching through experience, scholarly study, professional reading, and observing master teachers. Likewise, they desire feedback to

improve their performance. As they become better, their sense of **efficacy**—their belief in their own ability to make a difference—increases. They gain confidence both in their skills and in their results. Their students and colleagues see this transformation in action.

Clearly, teaching is more than what you know and can do in the classroom. Who you are as a person greatly affects how effective you are as a teacher. To learn more about the teacher characteristics that you find to be the most—and the least—helpful to you as a student, complete the activity in the **Reflect & Engage** box, Personal Qualities of Effective Teachers.

REFLECT & ENGAGE: PERSONAL QUALITIES OF EFFECTIVE TEACHERS

Who the teacher is as a person has a tremendous influence on the classroom climate and students' learning experiences.

A. Using the descriptors in this section, portray your favorite teacher—the one who you believe to be most influential in motivating you to become a teacher.

B. Using Table 1.1, respond in the box or on separate paper in a word, cartoon, or emoji to the descriptors about your favorite teacher. What did that teacher do or say that made him or her so influential for you? What behaviors and attitudes did the teacher regularly use in class?

C. Use the descriptors—or their reverse—to describe the "worst" teacher you had in school with a word, cartoon, or emoji and complete the table's second column.

D. As a class, identify and discuss characteristics of your favorite and least favorite teachers and describe how these behaviors affected you as a student in their class.

E. Using Table 1.2, assess the degree to which you currently have developed each of these positive teacher qualities and mark the appropriate boxes with a word, cartoon, or emoji.

TABLE 1.1 ■ Characteristics of My Most Influential Teacher

Teacher Characteristics	Favorite Teacher	"Worst" Teacher
Made difficult topics easy to understand		
Made me feel capable of learning, even when I made mistakes		
Taught with excitement for the subject and for teaching		
Made learning relevant and personally meaningful to me		
Taught in ways that made me want to learn		
Encouraged independent thought and accepted criticism		
Gave me some control and choice over my learning		
Connected new content to what I already knew		
Provided opportunities for interaction		
Gave helpful feedback in timely manner		
Taught me new ways to learn better		
Created a positive, safe emotional climate in class		
Was fair in grading and discipline		

Source: Leslie S. Kaplan and William A. Owings [Original by authors].

TABLE 1.2 ■ Personal Assessment of Positive Teacher Qualities

	Personal Assessment: The Degree to Which I Have the Quality		
Positive Teacher Qualities	**Less Developed**	**Moderately Developed**	**Highly Developed**
1. I have personal experiences working with young people as a tutor, teacher, counselor, or mentor.			
2. I am optimistic about life and my ability to help every student learn.			
3. I have the capacity to build positive relationships with students.			
4. I have consistently high expectations for every student.			
5. I communicate clearly.			
6. I admit my mistakes and quickly correct them.			
7. I think about and reflect on my behavior so I can improve.			
8. I have a sense of humor (and others agree that I do).			
9. I dress appropriately for the teaching profession.			
10. I am organized but also flexible and spontaneous.			
11. I like to collaborate with peers, families, and the community.			
12. I am enthusiastic about teaching students from varied backgrounds.			
13. I look for a win–win resolution in conflict situations.			
14. I respond to students respectfully, even in difficult situations.			
15. I consistently express high expectations and high confidence.			
16. I treat every student fairly.			
17. I have positive conversations with students outside the classroom.			
18. I maintain a professional manner in all public settings.			

Source: Leslie S. Kaplan and William A. Owings [Original by authors].

1.3 THE MORAL PURPOSE OF EDUCATION

Teaching affects the individual, the local community, and the larger society. Accordingly, Michael Fullan, professor emeritus at the University of Toronto and an international leader in teacher education, explains that schools have a moral purpose. Schools are charged with improving their students' lives, regardless of those individuals' backgrounds, and developing citizens who can live and work

productively in increasingly dynamic and complex societies.[15] The individual teacher is the building block of this educational endeavor, linking caring and competence through professional practice. In this view, teachers' personal purpose has a social dimension: They are the agents of educational change and societal improvement.

Likewise, John Goodlad, a leader of educational renewal and a researcher on teacher education, maintains that schools have four moral imperatives: preparing students for responsible citizenship, providing essential knowledge and skills, building effective relationships, and practicing sound stewardship.[16] In this vein, he continues, "[E]ducation must be evaluated not just according to goal attainment [i.e., students' academic outcomes] but also according to the means employed."[17] The ends of education do not justify using inappropriate ways to reach them. Rather, education should prepare our children for "the kind of society we want [ourselves and them] . . . to live in."[18]

1.3a Preparing Students for Responsible Citizenship

First, a public school is the only national institution specifically assigned to prepare students to live responsibly in a democratic republic. Our federal government, state, and local communities have charged public schools as the agents of societal well-being. Children need to develop the information, skills, and habits of mind that make them informed citizens who can effectively participate in our representative government and can constructively fulfill their obligations as voters, law abiders, neighbors, and taxpayers. Through school, students acquire the knowledge and reasoning skills that allow them to become self-supporting and productive contributors to our society.

For those of us who live in the United States, democracy requires getting along with other people who hold viewpoints that may differ from our own. Students tend to live in neighborhoods with others like themselves. Schools, by contrast, gather several neighborhoods together into a larger and more diverse educational community. In schools, students develop the interpersonal skills they need to understand and appreciate the common ties they share with classmates from different families, genders, races, cultures, and economic backgrounds. Schools help both native-born individuals and immigrants, as well as people from different regions of the same state and the country, to identify and celebrate their unifying American traditions and beliefs and to build a common civic ethic. Students also get to know unfamiliar peers with different backgrounds as pleasant individuals much like themselves and learn how to show respect and appreciation for their individual traditions.

Classrooms create diverse communities.

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1.3b Providing Essential Knowledge and Skills

U.S. schools provide students access to knowledge. Schools help students develop communication skills through verbal, numerical, media, and digital fluency and learn about the Earth as a series of physical and biological systems. They help students learn the historical, political, social, economic, and cultural realities in which they live. In addition, schools provide students with instruction on how to gather, assess, evaluate, and judge information, use it to create new ways of knowing, and to express informed, well-reasoned opinions. They also ensure that no belief, attitude, or practice keeps students from getting the necessary knowledge.

1.3c Enacting Schools' Moral Purpose Through Caring Relationships

Although teaching is a professional activity, it is also an acutely personal one. Teaching entails much more than just the mechanics of delivering content. It involves caring about and interacting with individual students in a group setting and, when necessary, remotely. And when students spend more than 1,000 hours with their teacher in a typical school year, that's plenty of time to build a relationship that can either advance or limit learning.[19]

At their core, relationships are about caring. In fact, research suggests that a caring relationship with teachers can help students do better in school and act more kindly toward others.[20] A 2017 *Review of Educational Research* analysis of 46 studies found that strong teacher–student relationships were associated in both short- and long-term improvements in higher student academic engagement, attendance, grades, fewer disruptive behaviors and suspensions, and lower school dropout rates—even after controlling for individual, family, and school differences.[21] Teacher caring has been identified as essential for effective teaching and learning at all educational levels.[22] And the benefits are mutual. A study in the *European Journal of Psychology of Education* found a teacher's relationship with students to be the best predictor of how much the teacher experiences joy rather than anxiety in the classroom.[23]

Effective teachers are often described as those who develop relationships with students that are emotionally supportive, safe, and trusting; who show concern about students' emotional, intellectual, and physical well-being; and who regularly give children resources—modeled behavior, information and advice, specific experiences, and encouragement—to develop their social and academic skills.

Simply developing good relationships with students is not enough to promote student learning, however. Highly effective teachers leverage that foundation to promote students' deeper thinking and engagement. Caring teachers create and sustain a safe, considerate, and intellectually challenging environment. In this view, teachers are socializing agents who create interpersonal contexts that influence the quality and levels of student motivation and engagement with school's academic and social life. For instance, a caring teacher may notice that a certain child is struggling with peer relationships. This teacher would assess this child's needs, decide how to meet them, and then take the necessary action. What is more, students know when teachers respect and like them. They know when teachers hold high expectations for their achievement—and when they don't. And students respond accordingly—by engaging in the material or by withdrawing from it. Table 1.3 gives examples of how to build caring relationships with students.

TABLE 1.3 ■ How Teachers Show Their Care and Connectedness With Students[25]

Principle	Description of Caring and Connectedness in Action
Know your students as individuals.	Use the first days of class to survey or interview students about their interests, likes, dislikes, goals, and expectations. Teachers need to know their students and let their students get to know them.
Every student is unique.	Accept that students are individuals who have different backgrounds and ways of learning. To the extent possible, teach with varied approaches, activities, and assignments to connect every student with the lesson.
Research cultural differences.	Learn the differences between teachers and students to avoid cultural misunderstandings around norms, styles, and language.

(*Continued*)

TABLE 1.3 ■ How Teachers Show Their Care and Connectedness With Students (Continued)

Principle	Description of Caring and Connectedness in Action
Invite student input.	Listen to students and be aware and responsive to the classroom climate.
Provide a safe, supportive, and fair learning environment.	Encourage students to share their ideas and ask questions without fear of being punished or humiliated if wrong.
Give clear expectations.	Students need clarity about your expectations for classroom and school behavior and academic performance. Show how class activities will help build the necessary and required career skills later in life.
Give timely, specific, and constructive feedback.	Students need to know as early as possible how they are progressing on their class activities, assessments, and assignments and what they need to change so they may succeed in class.

Although important interpersonal and professional boundaries exist—a "relationship" with a student does not mean "friend"—good teachers combine teaching's generalizable principles and subject-specific instruction with a genuine sensitivity to their students' uniqueness and humanness as learners. Unlike their emotionally supportive relationship with parents, however, students report that their relationships with their teachers tend to be domain and classroom specific.[24]

AMERICAN EDUCATION SPOTLIGHT: NEL NODDINGS

A leader in the field of educational philosophy, Nel Noddings, the Jacks Professor Emeriti of Child Education at Stanford University, winner of numerous prizes for her teaching excellence and scholarly accomplishments (and a former public elementary and high school teacher and administrator) believes that caring relationships should be the foundation for teaching and learning.

In her view, American schools have traditionally promoted the belief that students develop character through academic skills and intellectual pursuits.[26] Knowledge of "the basics" (whether classical studies or basic reading and math) along with self-sacrifice, success, determination, ambition, and competition would enable students to build the attitudes and skills appropriate to live successfully in a capitalist society. Noddings objected to this approach. To her, schools should address human values and concerns, not merely cognitive ones.[27]

Noddings argues that contemporary teachers enact schools' moral purpose through *caring*,[28] involving physical proximity and a degree of nurturance; and our schools should produce

Courtesy of Nel Noddings

competent, considerate, loving, and lovable people.[29] As a teacher, caring involves listening to students, gaining their trust, and engaging in dialogue about their needs, working habits, interests, and talents. Teachers use this knowledge to build their lessons and plan for their individual progress.

Caring relationships also involve moral and ethical behaviors. Ethics and morals are theory and practice, respectively. This **ethical caring** is more highly abstract, less intense or intimate, than mother–child caring, also known as *natural caring*. With an ethic of caring, one acts out of affection or inclination rather than simply from duty and principle. For teachers and students, these caring relationships occur within the school and classroom settings during the teaching and learning process.

Teachers model caring for students in many ways. They consistently treat students with respect and consideration and expect them to treat other students in the same way. Teachers and students must trust and respect one another well enough to express differing viewpoints or decisions and carefully consider the reasons given that oppose their original position. Caring teachers show students how intellectual activity is useful, fun, and important. They limit lectures to the presentation of essential information and then use class time for students to interact and explore how the information addresses issues that are real and relevant to them. Teachers work with students to develop learning objectives that meet both the school's and the students' needs; they use discussion to elicit and respond thoughtfully to students' ideas; and they give students timely, specific written feedback on their work. Caring teachers assume that students are well intentioned and act from worthy motives: They try to understand and address the purposes that underlie students' sometimes annoying behaviors rather than responding quickly and punitively to the overt behavior itself. When teachers respond to students with respect for the quality person that student either is now or can become, the student feels confirmed, validated as worthy and competent.

Ideally, the students recognize and respond to teachers' caring by thoughtfully completing assigned work. The ethic of caring, therefore, is often characterized as responsibility and response. Students learn and develop this caring outlook and behaviors through their relationships with their teachers. But since caring is an unselfish act, teachers must demonstrate care for students even when it is not reciprocated, although it is more difficult.

As Nodding sees it, all children must learn to care for other human beings as well as for animals, plants, the physical and global environments, objects, instruments, and ideas—in addition to developing academic competencies. Caring teachers want to help their students grow into likable and ethical people: "persons who will support worthy institutions, live compassionately, work productively but not obsessively, care for older and younger generations, be admired, trusted, and respected."[30] For this type of maturation to happen, teachers need to know both their subjects and their students very well.

Noddings's critics include feminists (who see the one caring as naively carrying out the traditional female role in our culture while receiving little in return, perpetuating inequity, and reinforcing oppressive institutions) and those favoring more traditional (masculine) approaches to ethics (who believe the partiality given to those closest to us is inappropriate). Others view the problematic nature of building an ethical theory upon those in unequal relationships.[31]

Critics aside, Noddings believes that by furthering students' development in this way, schools produce people who can care competently for their own families and contribute effectively to their communities, both local and international. In her view, caring is the strong, resilient backbone of human life.

1.3d Practicing Good Stewardship

Goodlad affirms that schools and teachers must practice good **stewardship**.[32] A steward is a caretaker who looks out for and manages an estate's or organization's affairs. Stewardship is how we track and account for the resources we have been given, what we do with them according to our values and beliefs, and how we guarantee that they are ably used to those purposes. Stewardship requires consciously, purposefully, and intentionally aligning our goals and actions with our values.

Similarly, teaching involves more than working with students behind the classroom door or online. By virtue of their faculty membership and school district employment, teachers have ethical duties and obligations that go beyond the classroom. As good stewards, they attend to the school's mission and protect the school's reputation in the community. Similarly, teachers have an ethical obligation to protect the reputation of the teaching profession as a whole.

As stewards, teachers ensure that they and their school are committed to each student's advancement and to society's well-being. To do so, they assure the highest quality teaching and learning for all students in the school (not just those inside their own classrooms). This means that teachers must be constructive and helpful to colleagues who share the goal of making the school an increasingly effective and satisfying place and experience for everyone to learn and work. It means remaining professional in attitude and behaviors in the face of unwelcome disruptions. Stewardship also means keeping the community informed about the school's accomplishments and activities and enlisting local support to make school even better. It means practicing responsible citizenship, thinking critically, and acting deliberately in a pluralistic world—and educating students to do the same.

Contemporary education stewards also provide students with attitudes, knowledge, and skills for responsibility in a global environment. With 21st century communications, work environments, challenges, and outcomes extending across the global stage, interdependence across national borders has become necessary. Teachers preparing young people to negotiate such complexity and become "thoughtful stewards" in tomorrow's world need to ready them with more "literacies." For instance, what attitudes, knowledge, and skills will today's students need to work with international colleagues to successfully ensure that we all have clean air to breathe and water to drink? Young people need to develop scientific, cultural, and global understanding; skills and dispositions to comprehend multiple viewpoints; the capacities to work collaboratively with others to address shared concerns; and a greater commitment to act beyond narrow self-interest if they are to take on this essential role.[33]

Finally, fulfilling the demands of teacher stewardship means becoming a transformational learner. Changing the world begins with changing oneself. Teachers must be enthusiastically engaged with their own learning, continue to learn, and show students how to learn. Students are more likely to find learning a specific subject fascinating and motivating when they see that their teacher finds it fascinating as well. They may be more willing to persist in learning new knowledge and skills when they see their teachers patiently struggling to master new content and practices, too. Put simply, teachers encourage student learning by being enthusiastic learners themselves.

As stewards, teachers are committed to each student's advancement and society's well-being.

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Enacting these four moral imperatives—acculturating students, providing essential knowledge and skills, developing effective relationships with students, and providing stewardship—are more than a matter of teachers' personal preferences. Fullan and Goodlad believe teachers are morally obligated to take on these roles. Teaching is clearly more than a job or career. As teachers, we touch our entire

community and nation through the students we educate. In a similar way, **Flip Sides** asks you to consider whether teaching is an art or a science.

For the relationship between teachers and students to develop, they need to spend time together. Creating opportunities to greet and interact with students every day through welcoming them into the classroom, talking about students' interests, and providing engaging lessons are positive starting points for forging such connections. Similarly, creating smaller schools, limiting class sizes, and keeping students and teachers working together over multiple years can provide the extra time needed to develop strong teacher–student relationships. Working to create more caring schools would help both teachers and students develop more ethical selves. To think more deeply about how teachers express their moral purpose in their classrooms and schools, complete the activity in the **Reflect & Engage** box, Education's Moral Purpose.

REFLECT & ENGAGE: EDUCATION'S MORAL PURPOSES

Education has a moral purpose that affects the individual, the local community, and the larger society. Let's see what this assertion looks like enacted in actual schools.

Divide the class into four groups and assign each group one of the following questions to answer in graphic form by drawing a picture or cartoon to express their ideas (using newsprint and markers or colored pencils if available) and then explain it orally to the class:

A. Illustrate how every teacher, regardless of subject taught, can prepare students for responsible citizenship.

B. Illustrate how every teacher, regardless of subject taught, can help students attain essential knowledge and skills.

C. Illustrate how every teacher, regardless of subject taught, can enact schools' moral purpose through caring relationships.

D. Illustrate how every teacher, regardless of subject taught, can practice good stewardship.

Reconvene the class and have each group explains their graphic answers. Then, discuss as a class, with examples:

1. In what ways are teachers "agents of educational change and societal improvement"?
2. To what extent do you agree or disagree with Nel Noddings's view that teachers should address human values and concerns, not merely cognitive ones? Explain your reasons.
3. Explain how a teacher's "caring" can increase student learning.
4. Explain why building caring relationships with students is *a necessary but not sufficient condition* to generate high student learning.

FLIPSIDES

Is Teaching an Art or a Science?

Is teaching an art or a science? Over the years, many have debated whether good teachers rely on native instinct and in-the-moment spontaneous behaviors to engage students in powerful learning or whether good teachers rely on a systematic, predictable set of choices based in research and experience. Read the following debate and decide where you stand on this issue.

Effective teaching is an art.	Effective teaching is a science.
• Great teachers are born, not made.	• Teaching is an applied science derived from research in human learning and behavior that can be learned.

(*Continued*)

Effective teaching is an art.	Effective teaching is a science.
• Teaching involves complex judgments that unfold during the instructional process. Teachers must deal creatively with the unexpected in the moment, often relying on tacit knowledge from prior experiences.	• Teaching has an explicit knowledge base in the social sciences that provides a basic structure that can be learned, is open to new evidence, and can guide teachers' decisions and behaviors about practice.
• Teaching requires spontaneity and intuition activated on the spot to fuel new clarifying insights and creativity.	• Teaching is a sequential, predictable, rational, step-by-step process in an identifiable cause-and-effect relationship with learning.
• Effective teaching is affective, flexible, and expressive, responding to events in the moment and communicating in ways that actively engage learners in learning.	• Effective teaching is rational and logical, observing and analyzing the environment as a means to planning and making the appropriate instructional decisions to actively engage learners in learning.
• The best research can do is tell us which strategies have a good chance of working well with students, but individual classroom teachers must determine which strategies to use with the right student at the right time.	• Intuition is functional but inarticulate knowledge that cannot travel well; it cannot be transmitted to others, it must be invented anew in each situation, and it cannot be depended on to appear in all situations.
• Teaching skills cannot all be prelearned and rehearsed. They must respond to events in the moment.	• Effective teaching behaviors can be taught, learned, and improved with conscious practice, observation, and feedback and is generalizable to all content areas.
• Teaching is holistic, considering the complex interactions among the teacher, the situation, the content, and the learner that cannot be fully understood in making any decisions and behaviors about practice.	• An effective teaching model, and teacher practice and feedback using it, can guide successful teacher behavior regardless of the content, learners' age, socioeconomic status, or ethnicity.
• Much art involves science. Artists know the nature of their materials and their effects singly or combined; they know how to use media to convey emotion and experience; and they actively critique their work to generate feedback to improve performance.	• Much science involves art. Teachers learn and apply a set of research-based principles and rules but use art in situations when rules don't work and teachers must improvise. Effective teaching can be, but is not always, an art.

Effective teaching is both an art *and* a science. The science of teaching—the knowledge base—provide the key foundation from which teachers' creativity and artistry can emerge. In short, teaching is a science; what you do with it is an art. Effective teachers need them both.

Sources: Brandt, R. (1985, February). On teaching and supervising: A conversation with Madeline Hunter. *Educational Leadership, 42*(5), 61–68; Costa, A. L. (1984). A reaction to Hunter's knowing, teaching, and supervising. In P. L. Hosford (Ed.), *Using what we know about teaching: 1984 ASCD Yearbook* (pp. 196–203). ASCD; Hunter, M. (1984). Knowing, teaching, and supervising. In P. L. Hosford (Ed.), *Using what we know about teaching: 1984 ASCD Yearbook* (pp. 169–195). ASCD; Hunter, M. (1979, October). Teaching is decision making. *Educational Leadership, 37*(1), 62–67; Hunter, M. (1985, February). What's wrong with Madeline Hunter? *Educational Leadership, 42*(5), 57–60; Lambert, L. (1985, February). Who is right—Madeline Hunter or Art Costa? *Educational Leadership, 42*(5), 68–69.

1.4 TECHNOLOGY AND EDUCATION IN A GLOBAL ENVIRONMENT

Throughout most of human history, people lived and organized their lives around boundaries structured by local geography and topography, family and kinship, community social organizations, religions, and local worldviews. This is no longer true. Today's world is rapidly changing, and so is our understanding of what it means to be "educated." At present, youth grow up linked to economic realities, social media, technologies, and cultural movements that spill over local and national borders.

Just to get a sense of how the world has changed, consider these examples: The cost of an overseas telephone call in 1927 cost $75 for 3 minutes from New York to London.[34] In 2019, this call could cost from two to five cents a minute.[35] In the 1960s and 1970s, immigrants working in London relied on the postal system and personal letter carriers to communicate with family back home in India, Malaysia, or China. They waited 2 months to receive a reply to each letter. Calling by phone was not even possible. By the late 1990s, however, their grandchildren used mobile phones that linked them instantly with their cousins in Calcutta, Singapore, or Shanghai.[36]

As discussed in considering "stewardship," our world is complex. Unlike when your parents were in preK–12 schools, you will teach in a highly interconnected, globalized world. Accordingly, "education's challenge will be to shape the cognitive skills, interpersonal sensibilities, and cultural sophistication of children and youth whose lives will be both engaged in local contexts and response to larger transnational processes."[37] Technology as a teaching and learning tool is increasingly integral to this process.

1.4a Technology, the Workplace, and Globalization

Globalization—the trend of deterritorializing skills and competencies so that people working anywhere in the world can collaborate with those working elsewhere—and technology are reshaping the American workplace. These dynamics have major implications for American education and students' eventual careers and lifestyles. Now, teachers not only have to teach students how to receive knowledge, but they also have to teach them how to transfer and apply what they know to new situations or problems.[38] At the same time, teachers themselves are learning the skills to plan, deliver, and assess engaging lessons digitally.

The U.S. economy is shedding simpler, labor-intensive manufacturing processes and moving increasingly toward more mechanized, digitized, high-value efforts that require fewer workers and a more well-educated and prepared workforce. Anything that can be digitized can be outsourced to either the smartest or the cheapest producer—or the producer that fits both descriptions. Many manufacturing jobs that traditionally provided middle-class salaries for relatively low-skilled workers have already been automated (using fewer workers) or moved offshore. The results create prosperity for some as well as substantial societal disruptions. Income disparities between wealthy and poor have increased; educated workers see greater earning opportunities, whereas the less skilled and less educated have fewer. This economy affects what students worldwide need to know and be able to do.

1.4b Competing in a Global Environment

It is almost universally recognized that the effectiveness of a country's educational system is a key factor in establishing a competitive advantage in an increasingly global economy. Education is a fundamental part of a country's economic and social development as well as its citizens' personal development. Education is a primary means to reduce social and economic inequalities. Keeping U.S. education strong and viable in a globalized world is essential to maintain the U.S. citizens' standard of living and our national security. In this context, effective teachers and effective schools are essential facets of our national well-being.

When jobs in a globalized world go to those with the best skills for the lowest wage (wherever they are) and artificial intelligence (AI) technologies can perform much routine physical and cognitive work, any serious skill gaps place many future U.S. workers at a serious disadvantage. Widespread use of automation could lead to a future of widespread unemployment and more low-wage jobs unless U.S. schools can find a way to perform apace with top school systems around the world. More and more, this new reality includes teachers.

1.4c Teaching With Technology

From texting friends on smartphones to relying on GPS (global positioning system) in your car to find the best route to unfamiliar places, technological innovation and digital devices have reshaped our lives. But generally speaking, this has been less true for teaching. Until 2020, U.S. public schools provided about only one computer for every five students and spent $3 billion annually on digital

content.[39] Then, in 2020, the coronavirus pandemic exploded, and the related school closures pushed some schools closer to providing one computer for every student, years ahead of schedule. Still, by May 2020 only 59% of teachers said their schools had at least one device for every student.[40] Perhaps this scarcity of 1:1 digital learning devices reflects the reality that until now, U.S. teachers reported that technology had not led to meaningful innovation in the way they teach.[41]

Studies affirm this unhurried adoption. A significant body of research makes clear that, even with new digital devices in their classrooms, most teachers have been slow to transform their instructional practices. Plus, limited evidence suggests that technology is improving students' learning outcomes.[42] The two factors are likely related because most teachers' lack of familiarity with how to use digital tools as a crucial part of their daily planning affects student learning.

Then, virtually overnight, teaching and learning went online. Although teachers did their best to adapt, most were not ready to teach remotely. Many schools did not have the necessary resources to switch on cue to virtual instruction—likewise for some teachers and many students. As a result, in many places learning during spring 2020 (and beyond) was hit or miss.

The COVID pandemic pushed technology-infused teaching and learning to the front burner. Suddenly, teachers discovered that digitally informed instruction was more than using Google Docs to replicate worksheets, delegating teaching algebra to Khan Academy videos day after day, or positioning the internet-linked computer as an "add-on" before the bell rings.[43] Once-reluctant classroom teachers are now hands-on, actively rethinking, redesigning, and delivering their lessons for digital platforms. No longer an accessory to instructional practice, technology-infused instruction has become central to teaching and learning. And it will be—either online or in a hybrid schedule with in-classroom teaching—for the foreseeable future.

Increasingly adept teachers will find that well-designed and enacted digitally infused instruction can strengthen and enrich learning. When used effectively, it supports **deep learning**—the conceptual skills that prepare students to "master core academic content, think critically and solve complex problems, work collaboratively, communicate effectively, and learning how to learn."[44] Technology-infused learning enables teachers to personalize and customize student education, making it possible for teachers to prompt them to explore topics of interest related to the curriculum more fully. With higher student interest and motivation to learn, teachers can guide them in how to direct and manage their own learning, gather information, think critically, differentiate reliable from unreliable sources, work alone and with others (including receiving ongoing feedback from teachers), and demonstrate coherently their content mastery as projects or other products. Similarly, teachers can infuse lessons with digital tools such as blogging platforms, portfolio tools, and video publishing resources to help students improve their writing and become digital storytellers. With internet access and regular practice, students become able to learn anywhere at any time, facilitating lifelong learning. These are skill sets that effectively prepare students to succeed in college and careers.

What is more, technology-infused instruction brings new opportunities. Subject matter is constantly changing, and digital textbooks embed links to relevant and timely materials. Online polling and other digital tools help engage all students (including those who normally resist raising their hand in class) and provides regular feedback on students' learning progress and needs, allowing teachers to adjust their coursework accordingly. Using technology-informed instruction can help build credibility with students (who are already digital natives). Additionally, technology can reduce tedious, time-consuming "housekeeping" tasks, such as recording and monitoring student attendance and performance. McKinsey & Company suggest that technology can help save teacher time—up to 2 hours a week—in administrative paperwork.[45]

To make digital learning work for all parties, today's classroom teachers need intensive and ongoing professional development on how to design, enact, and assess engaging instruction delivered digitally. Tomorrow's teachers need preservice training and/or intensive and ongoing professional development and support (ideally, with classroom coaching) once on the job to master these approaches. Both veteran and novice teachers will need many occasions to experiment with these tools and receive timely constructive feedback.

Likewise, all teachers need to learn how to build students' **digital citizenship**—the ability to participate safely, intelligently, productively, and responsibly in the computerized world. Digital citizenship