Sixth Edition

TEACHERS, SCHOOLS, and SOCIETY

A Brief Introduction to Education

DAVID MILLER SADKER
University of Arizona and
Professor Emeritus,
American University

KAREN R. ZITTLEMAN
Ph.D., American University

MELISSA KOCH
SRI International Alumni,
SRI Education

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About the Authors

DAVID SADKER

David Sadker

Dr. Sadker has taught at the junior and senior high school levels, as well as at universities in Wisconsin, Virginia, Arizona, and the District of Columbia. He is professor emeritus at American University. Along with his late wife Myra Sadker, he gained a national reputation for work in confronting gender bias and sexual harassment. The Sadkers' book, *Failing at Fairness: How Our Schools Cheat Girls,* was published by Charles Scribner and, with Karen Zittleman, updated and retitled *Still Failing at Fairness: How Gender Bias Cheats Girls and Boys and What We Can Do About It*. David Sadker is a Courage & Renewal facilitator who works with educators, physicians, patients, social workers, lawyers, political and business leaders, as well as spiritual communities. David employs poetry, storytelling, music, art, reflection, and mindfulness to create a circle of trust, a place where individuals can explore their inner landscape. (Visit www.couageaz.com.) He has directed more than a dozen federal education grants and has written seven books and more than 75 chapters and articles in journals including the *Harvard Educational Review and Psychology Today*. The Sadkers' work has been reported in hundreds of newspapers and magazines, from *The London Times* to *The New York Times.* The Sadkers appeared on radio and television, including *The Today Show, The Oprah Winfrey Show, Dateline: NBC with Jane Pauley*, and *All Things Considered.* The American Educational Research Association (AERA) recognized the Sadkers' work with several national awards, including the best review of research published in the United States, their service to the profession, and for "scholarship, activism, and community building on behalf of women and education." David and Myra were inaugurated into Veteran Feminists of America (http://www.veteranfeministsofamerica.org/vfa-pioneer-histories-project-david-sadker/) and David was on the editorial board of *The Encyclopedia of Diversity in Education*. The American Association of University Women awarded the Sadkers their Eleanor Roosevelt Award, and the American Association of Colleges of Teacher Education recognized their work with the Gender Architect Award. In 2012, David was selected as one of "Nine Most Influential Actors in Title IX History" by The American Civil Liberties Union. David Sadker was selected as a Torchbearer by the U.S. Olympic Committee and has been awarded two honorary doctorates.

KAREN R. ZITTLEMAN

Karen Zittleman

Dr. Karen Zittleman attended the University of Wisconsin for her bachelor's degree and American University for her master's degree and doctorate. Karen loves teaching and has taught in elementary and middle schools. She was also a Ropes course instructor, focusing on self-empowerment, team building, and communication skills. At the collegiate level, she has taught both introductory and methodology courses, as well as online teacher professional development courses. Her articles about educational equity and teacher education appear in the *Journal of Teacher Education, Educational Leadership, Phi Delta Kappan, Principal*, and other professional journals. Dr. Zittleman is the co-author of *Still Failing at Fairness*, which documents gender bias against girls and boys in school. She also wrote *Making Public Schools Great for Every Girl and Boy*, a guide for promoting equity in math and science instruction for the National Educational Association and educational film guides for *A Hero for Daisy and Apple Pie: Raising Champions*. Her academic interests focus on educational equity, effective teaching, and contemplative practices in education.

Scott Bramwell

MELISSA KOCH

Melissa Koch received her B.A. in English with an interdisciplinary concentration in gender and women's studies from Grinnell College and an M.A. from Northwestern University in Mass Communications and Telecommunications Science, Management, and Policy. She also received an Annenberg Foundation Fellowship for her research internship at the Federal Communication Commission. She has worked closely with teachers for decades providing professional development on information literacy, science, and technology. Melissa began her career in education teaching teachers how to use the Internet. She has written numerous articles on technology and learning, and co-authored with a teacher one of the first books on how teachers use the Internet in their classrooms, *NetLearning: Why Teachers Use the Internet* (1996). Melissa developed several Internet-based learning environments while working with organizations such as RealCommunities, Pearson, The Learning Company, Houghton Mifflin, PBS, and O'Reilly & Associates. She was a founding team member of the Global Network Navigator and The Edison Project. Her work has been recognized by the National Science Foundation, Whitehouse Science Fair, PBS, and others. Melissa also writes nonfiction books for children and their teachers. Her recent publications include *3D Printing: The Revolution in Personalized Manufacturing* (2017); *Forest Talk: How Trees Communicate* (2019); and "Gender Bias: Past, Present, and Future" in *Multicultural Education,* 10th edition (2019). At SRI Education, she designed and led the development of the award-winning computer science and engineering curricula for girls and underrepresented youth: *Build IT* and *InnovaTE*^{3}. These curricula have reached thousands of youth throughout the United States and Canada.

Brief Table of Contents

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Preface

If you think that *Teachers, Schools, and Society: A Brief Introduction to Education* was written to introduce you to the world of teaching, you are only half right. This book also reflects our excitement about a life in the classroom and is intended to spark your own fascination about working with children. We wrote this book to share with you the joys and the challenges we feel about teaching, as well as the importance of fairness and justice in school and society. With this sixth edition, our goals are unchanged. We work hard to provide you with information that is both current and concise, and we work even harder to create an engaging book—one that will give you a sense of the wonderful possibilities found in a career in the classroom.

The primary intent of *Teachers, Schools, and Society* is to provide a broad yet precise exposure to the realities of teaching and the role of education in our society. The text will help you answer important questions such as: Do I want to become a teacher? How do I become the best teacher possible? What should a professional in the field of education know? How are schools and teaching changing? To help you answer those questions, we offer a panoramic, diverse, and (we hope) stimulating view of education.

The text views education from several vantage points. In Part I, "Teachers and Students," we present the world of schools, teachers, and students from the teacher's side of the desk. Part II, "Foundations," examines the broad forces—historical, philosophical, financial, and legal—that shape the underpinning of our educational system. In Part III, "Schools and Classrooms," we explore the purposes of schools, daily life in and beyond school, and the obvious (and not so obvious) curriculum taught in school. In this last section, we also provide an overview and analysis of the reform movement and the many curricular changes that are now so much a part of America's schools. We conclude the text with a variety of effective teaching strategies and practical suggestions to make your first year in the classroom a success.

This sixth edition of Sadker/Zittleman/Koch retains and builds upon the hallmark characteristics that have made previous editions best sellers.

- **Brevity of a Streamlined Introduction to Education.** The eleven essential chapters are organized for balanced coverage of foundational, curricular, and professional topics; the brief edition provides maximum teaching flexibility while assuring coverage of crucial content areas.
- **Contemporary Focus.** Current issues and topics are presented in a balanced and exciting reading style. The text updates topics from the growing role of technology in educational reform to Every Student Succeeds Act (ESSA) to the myths that surround and disparage our public schools. Students are directed to additional online resources including TED talks as well as relevant YouTube, and other video segments related to concepts in the text.
- **Focus on Social Justice, Fairness, and Equity.** Issues of social justice and equity are at the core of this text. These pages examine the racial, economic, social, and gender issues that too often erect barriers to equal opportunity.
- **Diverse Voices and Experiences**. Issues of multicultural education and diversity in learning are treated as fundamental and are infused from the very first chapter ("The Teaching Profession and You") to the very last one ("Becoming an Effective Teacher"). The authors argue that only through recognizing and appreciating diversity can teaching be both effective and joyful.
- **Standards and Testing.** Important legislation and policies are thoroughly addressed, including the arrival of national standards, the proponents and critics of the testing culture, and new federal programs. There is also a section analyzing the problems of high-stakes testing and discussing some of the alternatives to high-stakes testing.
- **Connections to INTASC Principles. Online** INTASC Reflective Activities and Your Portfolio (RAPs) activities offer readers ways to apply text content and develop portfolio artifacts that demonstrate their understanding of INTASC principles.
- **Research Updated and Expanded to Reflect Education in America Today**. As with previous editions, the goal of this edition is to expose you to the issues facing education today; to ensure its currency, many new references have been added. This new edition updates discussions of school reform, information literacy, social-emotional learning, as well as the educational response to the COVID-19 pandemic. Readers will encounter an updated technology discussion. Carol Dweck and Diane Ravitch's work are explored as well.

New in the Sixth Edition

In addition to the updated statistics, charts, and graphs that you would expect in a new edition, we have made some other interesting changes. This new edition updates discussions of school reform, the Every Student Succeeds Act (ESSA), and Common Core. Once again an in depth look

at unconscious bias is explored and the technology discussions have been revised throughout. We have also included the impact of COVID-19 on schools and learning. We want this text to be the most exciting, interesting, and useful textbook you have ever read, and to mirror the enthusiasm that we feel about education. This edition includes many of the features enjoyed in previous editions: greater attention to global and international education by way of marginal notes that highlight facts and insights about education around the world. There are videos and other relevant resources, and a wealth of practical strategies from teachers. Each chapter begins with an opening quote, which sets the tone for that chapter. The online features offer video links to related concepts in the text. We also offer collection of portfolio and contemplative activities reflecting the revised INTASC: Core Teaching Standards. These activities can add depth to your learning. Here is a brief, chapter-by-chapter description of what's new and updated in this edition:

Chapter 1: The Teaching Profession and You

In this chapter, we present some often-heard comments about teaching, both pros and cons, from teachers themselves. The updates for this chapter also help you think about the salary question. What salary can you expect in certain areas of the country? What does all the controversy about teachers' salaries mean? We've also expanded the You Be the Judge on a teaching career, giving you additional information to think about when considering a career in the classroom. Understanding exactly what you need to do to become a teacher can be confusing. We've added A Closer Look that outlines a traditional path to a teaching certificate.

Chapter 2: Different Ways of Learning

We've added several new sections to this chapter. The first new section, titled, "Information Literacy," helps you think critically about information and dealing with fake news. It also introduces you to information literacy tools that all students can use to think critically about information. The next new section explores the benefits, popularity, and potential pitfalls of teaching social and emotional learning. The third new section reviews key findings from the research on how people learn and how this information translates in the classroom. In contrast, the fourth section examines some popular ideas in education and whether or not they have evidence of effectiveness to support their popularity. Yes, we bring it full circle back to information literacy by using critical thinking skills to consider whether or not a few popular ideas in education have merit. We've also provided some updates to learning modalities.

Chapter 3: Teaching Your Diverse Students

In this chapter, we updated the sections on gender, teacher and administrator diversity, and culturally responsive teaching. So much is happening both socially and politically for the LGBTQIA+ community that we explored those discussions in greater detail. Our section on the gender spectrum highlights recent changes for students, teachers, classrooms, and school, including the Supreme Court decision establishing the Civil Rights of LGBTQIA+ students and teachers. We also explore the importance of and obstacles to having teachers and administrators of color who can be role models for all students: negating stereotypes, providing a different perspective, and preparing students for living and working in a multicultural society. We delve further into the myths about culturally responsive teaching as well as adding a few new myths that have begun to circulate.

Chapter 4: Student Life in School and at Home

This chapter includes a new section on the benefits and drawbacks of homework and how teachers, as gatekeepers, influence the amount and type of homework students receive. A new You Be the Judge highlights the debate on school start times. According to research, middle and high school students benefit from school starting at 8:30 a.m. or later, but what about elementary students? Early risers and night owls do not agree. This chapter also includes new information on working with middle school students. In addition to middle schoolers, there are revised sections on working with parents as collaborators, including understanding the myths about poor families that inhibit effective parent–teacher relationships. We also include teaching tips on inquiry-based instruction, which puts students in charge of their own learning with teachers facilitating rather than directing instruction.

Chapter 5: The Multicultural History of American Education

There is now a revised discussion of the damage done to Native Americans by stereotypic school mascots and imagery. There is a new introduction to the section on Black Americans to better reflect their history. The chapter also includes information on the little known story of Julius Rosenwald and Booker T. Washington creating community schools to improve the education of Black children living in the Jim Crow South.

Chapter 6: Philosophy of Education

Instructors and students alike give this chapter strong reviews for effectively connecting sometimes challenging

concepts in a practical way. As a result, we decided to pretty much leave well enough alone (not always easy for authors!).

Chapter 7: Financing and Governing America's Schools

In this chapter, we continue to follow the money and the legislation to understand the schools we have created. We include updates on Supreme Court decisions that shape the schools and our culture and the impact of advertising dollars on our schools. We highlight new information on COVID-19 funding and how those dollars were allocated. We've expanded our international look at schools to include Estonia. Estonia, a European country of approximately 1.3 million people who speak 109 different languages, recently outperformed Finland, the United States, and all European countries on PISA tests.

Chapter 8: School Law and Ethics

The undocumented immigrant case study has been rewritten to underscore the issue of DACA students. The advantages as well as the downside of technology are presented and the concept of digital citizenship introduced. Ralph Lazo had been added as a new Profile in Education.

Chapter 9: Purposes of America's Schools and the Current Reform Movement

We have updated the virtual schools and homeschooling sections, based in part on changes inspired by COVID-19. In the days of COVID-19, students across the nation participated in different schooling approaches—using a variety of online tools, including virtual schools, hybrid schools, and blended learning. These different approaches led to mixed results. We also take a look at homeschooling. Many states have embraced homeschooling, seeing homeschoolers as part of their learning community, while other states resist. We also updated the school choice movement, including Education Secretary DeVos $5 billion federal tax credit funding scholarships to private schools.

Chapter 10: Curriculum, Standards, and Testing

In this chapter, we have updated the role that textbooks play in schools and the emergence of open education resources, a path beyond textbooks. We include the latest news on Common Core standards as well as the Every Student Succeeds Act (ESSA), the federal policy that replaced No Child Left Behind. We have updated the Censorship section, often a difficult challenge for new teachers. We provide a new section on the evolving role of technology in the classroom, and highlight the skills and knowledge needed for students to become effective digital citizens. We provide updates on the closing digital divide for students' access to Internet-based technologies, but note the continued divide in the effective use of educational technologies for learning.

Chapter 11: Becoming an Effective Teacher

This chapter includes a new section on how effective teachers use technology. We highlight how technology can encourage or discourage student learning. We also enhanced the section on questioning to include more information on how to think about questions and responses in a multicultural classroom. We've added information on deeper learning to the effective models for teaching section. Deeper learning is not a new concept. For decades, educators, parents, and students have worked to move away from rote learning and relentless testing of shallow understanding. More recently, deeper learning has captured the attention of educators on how we prepare teachers to enable students to fuse gaining extensive understanding of academic content; developing skills of critical thinking, problem solving, and communication; and mastering the ability to direct their own learning within and beyond the classroom.

 The sixth edition of *Teachers, Schools, and Society: A Brief Introduction to Education* is now available online with Connect, McGraw-Hill Education's integrated assignment and assessment platform. Connect also offers SmartBook for the new edition, which is the first adaptive reading experience proven to improve grades and help students study more effectively. All of the title's Web site and ancillary content is also available through Connect, including:

- A full Test Bank of multiple choice questions that test students on central concepts and ideas in each chapter.
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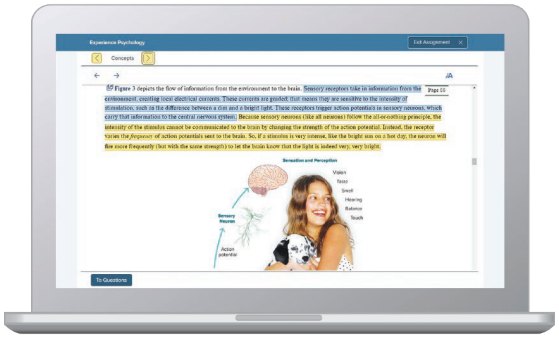

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Acknowledgments

In this sixth edition, we welcome our new co-author Melissa Koch. She brings great skills and talents to this textbook, from her work in human rights, teacher professional development, and technology to her gifted writing skills. Welcome Melissa! In the last edition, Joe Kelly was a valued partner with an engaging writing style that fit our reader-friendly text. We are thankful for his contribution. In previous editions, we benefitted from the contributions and insights of other colleagues. Professors John White of the University of North Florida, Ian Macgillivray of James Madison University, Scott Grubbs from Valdosta State College, and Carl Grant of the University of Wisconsin. We appreciate the contributions of the classroom teachers who provided practical insights to our "Teaching Tips." Of course, last and far from least is a force of nature, S. J. Miller, who added depth, clarity, and the spark of life to our writing.

Teachers, Schools, and Society was originally inspired by a wonderful woman and bright academic star—Myra Pollack Sadker. David's late wife co-wrote the text through several editions over a fifteen-year period. She was always the major force behind providing a student-friendly introduction to teaching. In March 1995, Myra died undergoing treatment for breast cancer. Yet her insights and passion for teaching still guide our efforts. Even when her name is no longer on the cover, her heart and mind shine through the book. We know that she will always be the primary author of this book. To learn more about Myra and her work, visit the Myra Sadker Foundation at www.sadker.org.

Managing Editor Francesca King has been the editorial godmother of this text, and we appreciate her efforts in moving this project forward to a successful conclusion. We appreciate the efforts of Susan Raley, Content Project Manager, and Susan Trentacosti, Content Production Manager, in moving this publication process forward in a smooth and efficient manner. Our development team, MPS Limited, has done an amazing job of taking on this challenging assignment and keeping the pages, footnotes, and authors all on track. We are lucky to have their services.

We also thank the following reviewers of *Teachers, Schools, and Society: A Brief Introduction to Education* for generously sharing with us their experiences in teaching the book:

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Finally, we thank our students for keeping us honest, on track, and motivated. They are our inspiration.

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Do not ask yourself what the world needs. Ask yourself what makes you come alive, and then go do that. Because what the world needs is people who have come alive.

HOWARD THURMAN

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chapter 1

The Teaching Profession and You

Focus Questions

1. Is teaching a "good fit" for you?
2. What are the joys and disappointments of being a teacher?
3. Can we consider teaching to be a profession?
4. How has teacher preparation changed over the years?
5. What resources are available to help you succeed as a teacher?
6. What are the stages of teacher development?
7. Are America's schools a secret success story?

Chapter Preview

This chapter looks at classroom life through the teacher's eyes. You may be thinking: I have spent years in a classroom, watching teachers and what they do. If there is one thing I know, it is teachers and teaching! But during your years in the classroom, you have looked at teaching through "student-colored glasses," a unique but one-sided view, like looking through a telescope from the lens that makes everything tiny instead of large. In this chapter, we will view the classroom from the teacher's side of the desk, a very different view of school.

Some of you are taking this course because you want to learn more about schools and teaching. This text will answer many of your questions and offer useful information. We know that many of you taking this course are considering a major decision: Do I want to be a teacher? This first chapter is especially designed to help you answer that question.

The chapter is also about "us." Yes, us. We are now a team, this textbook, the authors, and you. When your authors were students, we did not much like our textbooks. They were far from exciting to read. By extension, we feared that we might not like teaching. In the end, we loved teaching—but still hated our textbooks. We want this textbook to be different—to be not only informative but also enjoyable. This first chapter offers us the opportunity to introduce the textbook and, in a sense, to introduce ourselves.

Welcome to our classroom.

A Teaching Career—Is It Right for You?

In this text, we will try mightily to include relevant information, witty insights, useful studies, and engaging chapters about teaching, school law, student diversity, and educational history—a variety of topics to offer you a balanced view of teaching. We want you to understand the fundamentals of teaching and schooling in the United States, and we will present the information in as exciting a way as we can. To do this, we have created several features that encourage you to reflect and focus on key points. You will learn about both the positive and the negative aspects of many educational issues as you consider a possible career in teaching.

FOCUS QUESTION 1

Is teaching a "good fit" for you?

At some point, you will need to figure out if teaching is right for you. And here's the hard part: Only you can do that. Consider your friends' and relatives' advice, but realize that in the final analysis, it is your life, not theirs. You undoubtedly have met people who are doing work they love, and they are joyful and fulfilled. You have also met people who have made an unhappy choice, perhaps followed someone's advice that sounded good at the time—but wasn't. For them, every day is a grind. Your goal is to find the career that puts you in that first group: a career that brings you joy and meaning. Where do you find such a vocation?

People think "vocation" is all about choosing and preparing for a career: learn about different careers, consider the external rewards and downsides of each career, weigh the pros and cons, and finally choose the one that makes the most sense. But life often defies such logic and planning. The clue about choosing the right vocation is hidden in the word itself. *Vocation* comes from the Latin root for *voice*; your voice. What career is your inner voice telling you to pursue? What, you don't hear an inner voice? Not surprising. In our society, schools teach us early on to be quiet and listen to others, to take notes on what others say, to study hard, and to do well on the test. But finding the vocation that is right for you is not about knowing what others believe; it is about learning about yourself. Theologian and Pulitzer Prize winner Frederick Buechner put it nicely when he said that finding your vocation in life is discovering the place " . . . where your deep gladness and the

world's deep hunger meet."[1] We hope you find reflective, quiet times in this course so you can listen to your heart and discover where your deep gladness leads you.

As you read through this text, stop every now and then and ask yourself: "Does this speak to my heart? Am I enjoying what I am reading? Does teaching feel right for me?" We know, this heart talk is not what you typically read about in textbooks, but this is not a typical textbook.

Like this perspective? In this chapter, you will look at classrooms from the teacher's side of the desk.

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RAP 1.3

Why Teach?

In a *Peanuts* cartoon, Linus comments that "no problem is so big or complicated that it can't be run away from." Charles Schulz succinctly highlighted a human frailty shared by most of us—the tendency to put aside our problems or critical questions in favor of day-to-day routine. In fact, it is amazing how little care and consideration many of us give to choosing a career. It is always easier to catch a movie, surf the net, or even study for the next exam than it is to reflect on and plan for the future. That may be one reason why questions such as "What are you going to be when you grow up?" and "What's your next career move?" make so many of us uneasy. The big question facing many of you is: Is teaching right for me? Some of you are in college or university programs and will be teaching in the next few years. Others of you may already be in a classroom, teaching as you work toward your license in one of several alternative teacher certification programs. For some of you, teaching may become a decades-long career filled with joy and satisfaction. For others, teaching may be limited to only a few years spent in the classroom, one of several careers you explore during your working years. And still others may reach an equally useful and important realization: Teaching is not the ideal match for your interests or skills. We'd like to help you decide whether you and teaching are a good fit.

Over the years, we have heard many students ask a question that sounds something like this:

> I'm going into teaching, but almost everyone says don't do it. I've heard lots of reasons like the paperwork, the administration, money, and the current culture of education. But I am still confused. Why would you recommend that I not go into teaching, or why do you think I should ignore those warnings and go for it anyway?

See if any of these responses from teachers and former teachers resonate with you:

FOCUS QUESTION 2

What are the joys and disappointments of being a teacher?

> ***Teacher A*:** It's tough. It's really hard when you start. Your principal will want to help, but half the time, won't know how. You'll never be able to provide anything nice for your family beyond the basics. It's a heck of a life. But given the choice, I'd choose it again.
>
> ***Teacher B*:** I needed to buy supplies for my students, and even food for some who are hungry. I don't make enough money for my own family. I left teaching. I earn more in retail.
>
> ***Teacher C*:** Teaching is definitely not for everyone, mostly because of classroom management. I want to teach, not police.
>
> ***Teacher D*:** A construction worker can look at their work at the end of the day and say "Man, that's a good-looking house!" Teachers don't get that kind of instant gratification.
>
> ***Teacher E*:** Every teaching job is different. My wife hated teaching in one community, but loved working in a small, rural school community.

***Teacher F*:** I think teaching is one of those fields that you just can't really "get" until you're inside. My advice: Email teachers and ask them out for coffee so you can pick their brains. Find out the good, the bad, and the ugly as much as you can.

***Teacher G*:** It is an internal struggle mostly. The stresses and pressures of being a teacher versus the joy I get being with the kids. In general, it is a challenge that warms my heart.

Teacher Salary Controversy

While only a few of these teachers mentioned inadequate pay for teachers, for many years, the news has highlighted discontent with teachers' salaries from local community members, national organizations, and the teachers themselves. Understanding salary potential is an important factor (but arguably not the only factor) when choosing a profession. What if that profession is underpaid? How would we go about understanding an appropriate salary and advocating for higher pay if necessary?

National education and labor organizations often report teachers' salaries by state, but even that can be misleading. Teachers' pay can vary dramatically within the state. Wealthier communities pay teachers more—sometimes much more—than poorer ones. Sometimes salaries depend on the grade level or subject being taught. Cost of living in different regions can make the same salary seem wonderful or terrible. It helps to get some idea of what that salary might actually feel like to pay bills. Figure 1.1 shows teachers' salaries by state adjusted for cost of living.

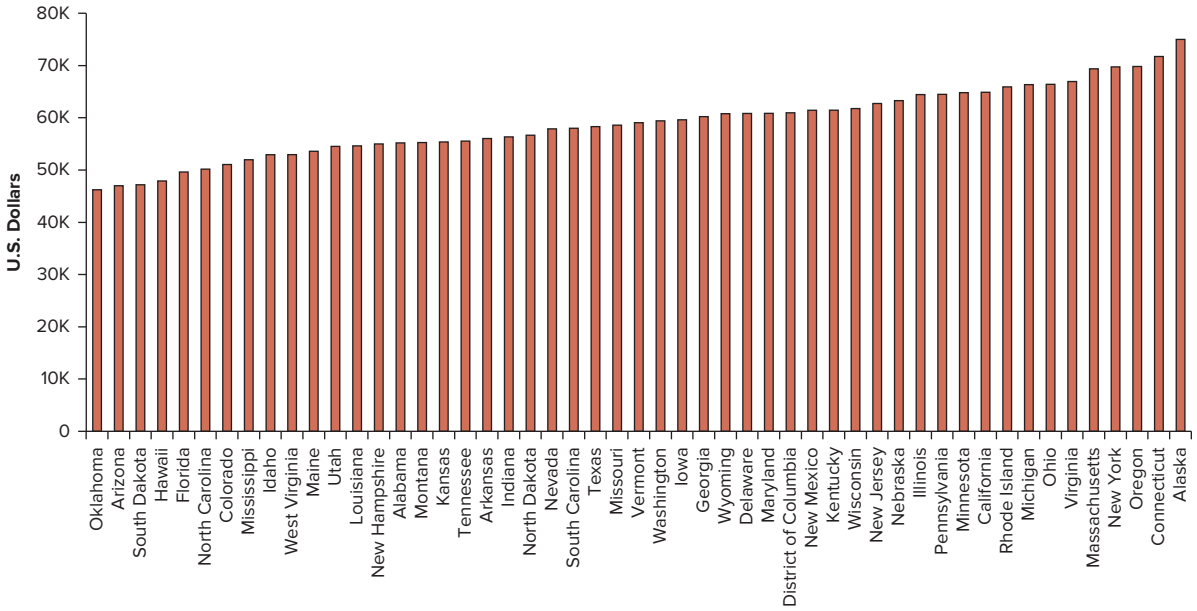


FIGURE 1.1

Teacher's salaries by state.

SOURCE: Gascon, C.S. & Qiuhan, S. (2018) Teachers' Wages Adjusted for Cost of Living. Data from Bureau of Labor Statistics, Bureau of Economic Analysis. *Economic Synopsis*. St. Louis, MO: Economic Research Federal Reserve Bank of St. Louis.

REFLECTION: Does this information change your thoughts on where you might teach? How could you learn more about a specific area's teacher salaries?

What if instead of location, we compare the salaries of teachers to college graduates in general? While public school teachers' salaries have decreased on average from 1996 to 2018, the weekly wages of other college graduates—that includes all types of professionals from aerospace engineers to zoologists—have risen by an average of more than $300.[2] The authors of the study took into account inflation, benefits, and the fact that many teachers have summer breaks. If you argue that some occupations deserve to be paid more than others based on the skills and risks associated with the job, then you will need to decide where teaching falls in its demands for skills and risk.

Maybe comparing teachers' salaries to all college graduates is not a fair comparison. What if we compared public school teachers' salaries to the salaries of professionals in a similar field? Public schools are nonprofit organizations. Teachers, much like other nonprofit professionals, are in a service organization designed to achieve a specific goal for society: educate its youth. The average annual salary in the United States for a professional working in the nonprofit sector is $50,000, with a range of approximately $32,000 to $70,000.[3] For teachers, the average annual salary is $61,730, with a range of approximately $32,000 for some starting salaries to $85,000 for more senior positions, according to the National Education Association.[4] In comparison to salaries of nonprofit professionals, salaries for teachers look good. One could certainly argue that all of these professions deserve more compensation for the good they do for our society.

While raising teachers' salaries across the board might well be warranted, the plans that have emerged tend to select and reward some teachers and not others. Based on classroom observations or student test scores or some criteria developed by a school board, the "better" teachers get substantial raises, and the others do not.

Pay-for-performance, often called **merit pay,** attempts to reward the best teachers. Many teacher merit pay programs use student test scores to identify the most effective teachers. The idea is to link strong student test scores and teacher salaries. As test scores go up, so would the teacher's salary. The logic is that better teaching leads to better test scores. But it is not that simple. Does a high test score measure effective teaching, or student attendance, or the wealth and stability of the student's family, or just that the student had a good test day? Can you attribute rising or falling student test scores solely to teacher performance? Many teachers feel this is an example of bad policy from those who do not work in a classroom.

Here's another merit approach some advocate: Pay teachers who teach challenging subjects like physics or math more money than other teachers. Perhaps teachers who work at under-resourced schools in high-poverty areas should be paid more. (Does that mean we pay less to those who teach the gifted or work in wealthy communities?) Another problem: school politics and personality issues can influence judgment about who is a terrific teacher. It is no surprise when the principal's favorite teacher ends up getting the biggest raise. Sometimes a plan that sounds fairly easy, like paying the best teachers more money, is actually pretty difficult. Pay-for-performance has its challenges, but it is popular among many people, and it is part of the current reform movement that we will talk more about later.[5]

In addition to identifying and rewarding superior teachers, recent reform efforts have focused on identifying and removing weak teachers, even those with tenure. What is tenure? After teaching satisfactorily during a probationary period

GLOBAL VIEW

If there are international students in your class (or students who have been schooled abroad), perhaps they will be willing to discuss their experiences with teacher satisfaction in other cultures. Visit the Institute for International Education (www.iie.org) for information on teacher experiences in different countries. The site also describes opportunities to teach abroad, including the Fulbright scholarship program.

YOU BE THE JUDGE

A Teaching Career

THE GOOD NEWS...

YOU ARE NOT WORKING ALONE, STARING AT A COMPUTER SCREEN OR SHUFFLING PAPERS

If you enjoy being in contact with others, particularly young people, teaching could be the right job for you. Young people are so often funny, fresh, and spontaneous. As America's students become increasingly diverse, you will find yourself learning about different cultures and different life experiences. The children will make you laugh and cry. "I still can't get used to how much my heart soars with every student's success, and how a piece of my heart is plucked away when any student slips away."[1]

THE SMELL OF THE CHALKBOARD, THE ROAR OF THE CROWD

You carefully plan your social protest lesson. You bring your favorite CDs and DVDs of social protest songs, and prepare an excellent PowerPoint presentation to highlight key historical figures and issues. Thoughtful discussion follows, and students are spellbound. Wow, what a lesson!

When you have taught well, your students will let you know it. On special occasions, they will tell you, "This class is awesome." At younger grade levels, they may write you notes (often anonymous), thanking you for a good class or a good year.

CREATING COMMUNITY

Schools are natural hubs for community building and teachers play a key role. Parents, students, and the larger community often flock to school sports, music, and theater events as well as academic opportunities. Being a teacher raises your profile in the community, providing an opportunity to build community.

I'M PROUD TO BE A TEACHER

Many people respect and admire teachers. As a teacher, you will be someone whose specialized training and skills are used to benefit others. Mark Twain once wrote, "To be good is noble, but to teach others how to be good is nobler." Which would have summed up this point perfectly, except, being Mark Twain, he added: "—and less trouble."

Students will remember the difference you made in their lives, as you remember the difference teachers have made in yours. They may send you a card or letter, recognize you in a public speech, or just stop by to let you know how much you meant to them.

AS A TEACHER, YOU ARE CONSTANTLY INVOLVED IN INTELLECTUAL MATTERS

You may have become very interested in a particular subject. Perhaps you love a foreign language or mathematics, or maybe you are intrigued by contemporary social issues. If you decide you want to share that excitement and stimulation with others, teaching offers a natural channel for doing so. As one

...THE BAD NEWS

STOP THE CROWD—I WANT TO GET AWAY

Right in the middle of a language arts lesson, when fifteen kids have their hands in the air, you may feel like saying, "Stop, everybody. I feel like being alone for the next fifteen minutes. I'm going to Starbucks." For the major part of each day, your job demands that you be involved with children in a fast-paced and intense way, which could affect behavior beyond school. One kindergarten teacher warned her 40-year-old brother "to be sure and put on his galoshes. Wow! Did he give me a strange look."[2]

IS ANYBODY THERE?

After teaching your fantastic lesson on social protest literature, you want to share your elation with your colleagues, but it is hard to capture the magic of what went on in the classroom. It is rare to have another adult spend even ten minutes observing you at work in your classroom. Once you have obtained tenure, classroom observation becomes incredibly infrequent. The word may leak out—through students, parents, or even the custodian—if you are doing a really fine job; however, on the whole, when you call out, "Hello, I'm here, I'm a teacher. How am I doing?" there will be little cheering from anyone outside your classroom.

DESTROYING COMMUNITY

The school's high profile in the community means it is also a high profile target. Inappropriate behavior or disagreements by students, parents, and school professionals can quickly become highly visible, igniting bad feelings and prompting hurtful responses. Schools have also been a target of gun violence, devastating communities.

I DON'T GET NO RESPECT

Many are quick to blame teachers, and only teachers, for all the academic problems students encounter. When students test poorly, teachers, not poverty, parents, or students are blamed. Sexist attitudes compound the problem, as majority female occupations, like teaching, are held in lower esteem. And for those who see the world through a money lens, teaching does not stack up well.[3]

In addition to low pay and sexist attitudes, teachers are also stressed by lack of support within and beyond the school. Funding for education programs may be inadequate and school administrators may be ineffective in supporting teachers, including handling student behavioral problems.[4]

THE SAME MATTERS YEAR AFTER YEAR AFTER YEAR

Teaching, like most other jobs, entails a lot of repetition. You may tire of teaching the same subject matter to a new crop

The Good News...

teacher put it: "I want them to be exposed to what I love and what I teach. I want them to know somebody, even if they think I'm crazy, who's genuinely excited about history."[5]

PORTRAIT OF THE TEACHER AS AN ARTIST

Some people draw clear parallels between teachers and artists and highlight the creativity that is essential to both:

> I love to teach as a painter loves to paint, as a musician loves to play, as a singer loves to sing, as a strong man rejoices to run a race. Teaching is an art—an art so great and so difficult to master that a man [or woman] can spend a long life at it without realizing much more than his [or her] limitations and mistakes, and his [or her] distance from the ideal. But the main aim of my happy days has been to become a good teacher. Just as every architect wishes to be a good architect and every professional poet strives toward perfection.[6]

TO TOUCH A LIFE, TO MAKE A DIFFERENCE

Teaching is more than helping a child master a subject; each classroom is a composite of the anguish and the joy of all its students. You can feel the pain of the child in the fourth seat who is too shy to speak or the student who struggles to focus on any one task or project. You can be the one who makes a difference in their lives:

> I am happy that I found a profession that combines my belief in social justice with my zeal for intellectual excellence. My career choice has meant much anxiety, anger, and disappointment. But it has also produced profound joy. I have spent my work life committed to a just cause: the education of Boston high school students. Welcome to our noble teaching profession and our enduring cause.[8]

SALARIES, VACATIONS, AND OPPORTUNITIES

Salaries vary enormously from one community to another. Occupational benefits, such as health and retirement, are generally excellent, and you will enjoy long vacations. All these considerations make for a more relaxed and varied lifestyle, one that gives you time for yourself as well as your family. Plus job opportunities for certified K–12 teachers show moderate to high growth, so wherever you want to live, they will likely need teachers.[9]

...The Bad News

of students every September. If this happens, boredom and a feeling that you are getting intellectually stale may replace excitement. Because you are just embarking on your teaching career, you may find it difficult to imagine yourself becoming bored with the world of education. However, as you teach class after class on the same subject, interest can wane.

THE BOG OF MINDLESS ROUTINE

Although there is opportunity for ingenuity and inventiveness, most of the day is spent in the three Rs of ritual, repetition, and routine. As one disgruntled sixth-grade teacher in Los Angeles said,

> "Paper work, paper work. The nurse wants the health cards, so you have to stop and get them. Another teacher wants one of your report cards. The principal wants to know how many social science books you have. Somebody else wants to know if you can come to a meeting on such and such a day. Forms to fill out, those crazy forms: Would you please give a breakdown of boys and girls in the class; would you please say how many children you have in reading grade such and such. Forms, messengers—all day long."[7]

THE TARNISHED IDEALIST

We all hope to be that special teacher, the one students remember and talk about long after they graduate. But too often, idealistic goals give way to survival—simply making it through from one day to the next. New teachers find themselves judged on their ability to maintain a quiet, orderly room. Idealistic young teachers find the worship of control incompatible with their humanistic goals. Likewise, they feel betrayed if a student naively mistakes their offer of friendship as a sign of weakness or vulnerability. As a result, many learn the trade secret—"don't smile until Christmas" (or Chanukah, Kwanzaa, or Ramadan, depending on your community)—and adopt it quickly. Even veteran teachers often throw up their hands in despair. Trying to make a difference may result in more frustration than satisfaction.

BUT SALARIES STILL HAVE A LONG WAY TO GO

Many teachers' salaries lag behind what most people would call a good income. Teachers would need a 40 percent pay increase to become competitive with other college-educated careers. Compared with teachers in other countries, U.S. teachers work longer hours for less pay.

connect YOU DECIDE...

Which of these arguments and issues are most influential in determining if teaching is a good fit for you? Is there a particular point that is most persuasive, pro or con? What does that tell you about yourself? On a scale from 1 to 10, where 10 is "really committed" to teaching, and 1 is "I want no part of that job," what number are you? Remember that number as you read the text and go through this course—and see if you change that rating in the pages and weeks ahead.

(usually two to four years), teachers typically receive **tenure,** an expectancy of continued employment. Tenure is not an iron-clad guarantee of job security. It does not protect teachers who break the law, are debilitated by alcoholism, or theoretically have become terrible teachers. Tenure is intended to protect teachers from arbitrary and unfair dismissal, like an administrator who disapproves of a teacher's politics. Unfortunately, in too many school districts, it has had the unintended effect of insulating some weak teachers from dismissal. (Did you ever have an awful teacher protected by tenure? Not much fun.) But many teachers worry that without tenure, it may not be just the weak teachers who are removed. Teachers may be fired because of personality conflicts, disputes with administrators, or other reasons unrelated to teaching skills. So although tenure protections are still in place in most school districts, much consideration is being given to the best ways to identify and remove incompetent teachers—and to possibly eliminating tenure entirely.[6]

How do you feel about these possible tenure changes and the introduction of pay-for-performance? Throughout this text, we pose a variety of questions like these for you to consider, for many of them will become authentic issues you will face when you begin your career in the classroom. Much of this information is new to you and to present both sides of an issue, we have devised a feature called *You Be the Judge.* We will ask you to be the judge and consider differing opinions on an educational issue, and consider where you stand. We also want you to know that when we, your authors, have a strong opinion about these or any of the issues in the text, we will tell you up front. We are real flesh and blood people; we don't pretend to be neutral (we are not). That's being phony. When we feel strongly about an issue, like the importance of equal educational rights for all, we will tell you. We will not hide our beliefs, but we will label them as our beliefs and not put them on you. After all, our opinion is just our opinion, and in this course it is important for you to form your own ideas based on evidence. To that end, we will work hard to be fair, to present more than one side of controversial issues, and trust that you will form your own point of view. *You Be the Judge* is one way that we hope to spark your interest and thinking on critical issues.

In the first *You Be the Judge,* we highlight the joys and the concerns of a career in the classroom (see pp. 6 and 7). We include comments by teachers themselves that reflect their perceptions and feelings about their work. You will read about the assets and liabilities of a teaching career, and determine which issues speak to your heart, to help you think about the real benefits and disadvantages of a teaching career.

GLOBAL VIEW

Research teacher wages internationally. How might salary affect status and lifestyle issues abroad?

Before we move on, here is a word from your authors (remember, we said we would do that every now and then, and this is one of those times). We have seen significant changes in teaching over the past few decades, and much of that change has not been for the better. Sad but true, and we strive to give you a balanced view and let you decide. The economic situation for teachers is depressing. But looking beyond the dollars world, the psychic rewards in teaching can be extraordinary. Teaching a lesson that soars creates extraordinary energy, in you and your students. Having students leave your classroom excitedly talking about the lesson has a value beyond merit pay and tenure, a value our culture does not always recognize. And while intangible, it may be the most real thing going on in your classroom. So perhaps a key question that you should ask yourself is, can I excite, motivate, and inspire my students.

In a poll of almost a quarter of a million high school students, half said that they did not have a single teacher who inspired them.[7] (At the college level it was more dismal, with a third admitting to having no professors who excited them about learning.) The high school students who said they had at least one teacher who made them feel excited about the future were more than four times more likely to be involved in and enthusiastic about school than those who did not. So there is so much more than a teacher shortage; there is an inspiring teacher shortage. Can you respond to that need?

Here is a second question for you to consider: Are you a contrarian? Let's use economics as an example. A contrarian investor buys and sells stock in opposition to what most investors are doing. If the price of stocks is going down, the contrarian buys them anyway, enjoying a lower purchase price and betting that they will increase in the future. A contrarian bets against popular sentiment. This may be the era of contrarians in education: new teachers who understand that the value of public education is currently depressed, but believe it will gain value in the future, and want to enter teaching with an eye to the future. So if you are an educational contrarian, with a belief in the intrinsic value of education, perhaps this is a good time for you to enter the field.

RAP 1.5
Career Information Document

Professionalism at the Crossroads

> Education makes a people easy to lead, but difficult to drive; easy to govern but impossible to enslave.
>
> **(Lord Brougham)**

> I shou'd think it as glorius [sic] employment to instruct poor children as to teach the children of the greatest monarch.
>
> **(Elizabeth Elstob)**

FOCUS QUESTION 3
Can we consider teaching to be a profession?

> We must view young people not as empty bottles to be filled, but as candles to be lit.
>
> **(Robert Schaffer)**

> I touch the future; I teach.
>
> **(Christa McAuliffe)**

Literature, philosophy, and history are replete with such flowery tributes to teaching. In many minds, in some of our greatest minds, teaching is considered the noblest of professions. But the realities of the job do not always mesh with such admirable appraisals, resulting in a painful clash between noble ideals and practical realities.

Many teachers feel that the satisfaction they realize inside the classroom is too often jeopardized by forces beyond the classroom: politicians mandating numerous standardized tests, demanding parents offering little support, and textbook publishers or state officials deciding what should be taught and what topics are off-limits to teachers. Teachers desire more autonomy and control over their careers and, like all of us, want to be treated with respect. Teachers increasingly see themselves as reflective decision makers, selecting objectives and teaching procedures to meet the needs of different learners.[8] They must know their subject

matter, learning theory, research on various teaching methodologies, and techniques for curriculum development.[9] Some believe that the problems confronting teachers stem from the more pervasive issue of professional status and competence. Are teachers professionals? Are they treated like professionals? What does it take to be a professional, anyway? *Educating a Profession,* a publication of the American Association of Colleges for Teacher Education (AACTE), lists twelve criteria for a *profession*.

We have shortened these criteria here, and ask you to consider each one and decide if you believe that teaching meets these criteria. Take a moment and go to page 11. write down your responses to "Criteria for a Profession." After marking your reactions in the appropriate column, compare your reactions with those of your classmates.

Do not be surprised if you find some criteria that do not apply to teaching. In fact, even the occupations that spring to mind when you hear the word *professional*—doctor, lawyer, clergy, college professor—do not completely measure up to all these criteria.

Where do you place teaching? If you had a tough time deciding, you are not alone. Many people feel that teaching falls somewhere between professional and semiprofessional in status. Perhaps we should think of it as an "emerging" profession. Or perhaps teaching is, and will remain, a "submerged" profession. Either way, teachers find themselves in a career with both potential and frustration.

Why does all this "profession talk" matter? You may be more concerned with *real* questions: Will I be good at teaching? Do I want to work with children? What age level is best for me? Will the salary be enough to give me the quality of life that I want for myself and my family? You may be thinking: Why should I split hairs over whether I belong to a profession? Who cares? The issue of professionalism may not matter to you now or even during your first year or two of teaching, when classroom survival has top priority. But if you stay in teaching, this idea of professionalism will grow in significance, perhaps becoming one of the most important issues you face. Even now, as a student, you can become more reflective in your views of teaching and learning; you can begin to refine your own professional behaviors and outlooks.

Collectively, teachers struggle to empower their profession; individually, they struggle to empower their students.

John Lund/Marc Romanelli/Blend Images/Getty Images

But let's keep all this in some perspective. Americans like to call themselves "professionals" because the term brings some status. But there are issues far more important than status. For example, no one would argue that a lawyer is a professional, the impact of the work lawyers do may vary significantly. Some lawyers work to ensure that the environment is protected, others work to overturn environmental laws. Some lawyers work to protect the rights of the disenfranchised, while others serve the interests of the powerful. All these lawyers are professionals, but some of them make us proud, whereas the work of others saddens us. There is no reservation about the value of teachers' work. Teachers move the world forward—a meaningful way to spend one's life and more relevant than the word *professional,* and perhaps even more relevant than salary.

The unspoken dimension of this professional talk is salary. While doctors and lawyers might also fall short of professional status, many of them earn significantly higher

Criteria for a Profession	True for Teaching	Not True for Teaching	Don't Know
1. Professions provide essential services to the individual and society.	_____	_____	_____
2. Each profession is concerned with an identified area of need or function (e.g., maintenance of physical and emotional health).	_____	_____	_____
3. The profession possesses a unique body of knowledge and skills (professional culture).	_____	_____	_____
4. Professional decisions are made in accordance with valid knowledge, principles, and theories.	_____	_____	_____
5. The profession is based on undergirding disciplines from which it builds its own applied knowledge and skills.	_____	_____	_____
6. Professional associations control the actual work and conditions of the profession (e.g., admissions, standards, licensing).	_____	_____	_____
7. There are performance standards for admission to and continuance in the profession.	_____	_____	_____
8. Preparation for and induction into the profession require a protracted preparation program, usually in a college or university professional school.	_____	_____	_____
9. There is a high level of public trust and confidence in the profession and in the skills and competence of its members.	_____	_____	_____
10. Individual practitioners are characterized by a strong service motivation and lifetime commitment to competence.	_____	_____	_____
11. The profession itself determines individual competence.	_____	_____	_____
12. There is relative freedom from direct or public job supervision of the individual practitioner. The professional accepts this responsibility and is accountable through his or her profession to the society.[10]	_____	_____	_____

salaries than teachers, so that must make their lives if not easier, than at least happier. Not necessarily. Psychologists and economists have found that after an economic threshold is met, the correlation between income and happiness is weak. At the University of Rochester, for example, researchers compared students who expressed extrinsic *profit* goals (wanting wealth and fame) with students who held intrinsic *purpose* goals (wanting to help others, improve their lives, grow and learn). A year or two later, the students with purpose goals in college reported being happier and more satisfied than they were in college. They had very low levels of anxiety or depression because they were finding fulfillment. But this was not the case for the graduates who had profit goals. Even though they were successfully accumulating money and status, they reported they were no happier than they were in college. Moreover, they were experiencing increased depression, anxiety, and other negative indicators. Attaining profit goals actually led to negative consequences. "People who have very high extrinsic goals for wealth are more likely to attain

wealth, but they are still unhappy."[11] While all workers deserve to have an adequate salary, earning a large income is no guarantee of happiness. Living a purposeful life may well offer a happier future.

FOCUS QUESTION 4

How has teacher preparation changed over the years?

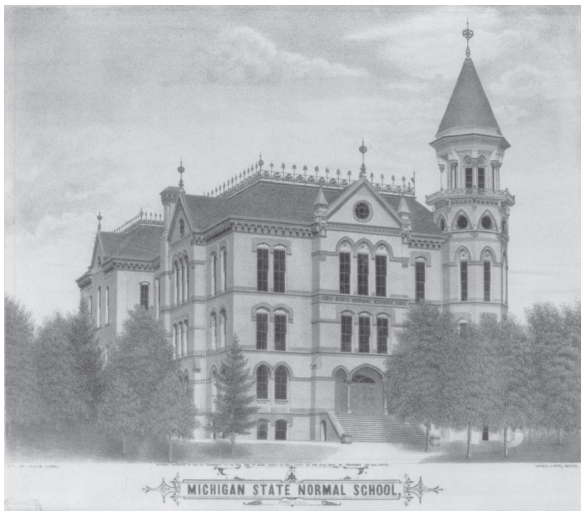
From Normal Schools to Board-Certified Teachers

As you read this brief history of teacher preparation, think about whether teachers are prepared in a way commensurate with belonging to a profession.

From colonial America into the twentieth century, teacher education scarcely existed. More often than not, teachers in colonial America received no formal preparation at all. Most elementary teachers never even attended a secondary school. Some learned their craft by serving as apprentices to master teachers, a continuation of the medieval guild system. Others were indentured servants paying for their passage to America by teaching for a fixed number of years. Many belonged to the "sink-or-swim" school of teaching, and the education of an untold number of students undoubtedly sank with them.

The smaller number of teachers working at the secondary level—in academies or Latin grammar schools and as private tutors—had usually received some college education, more often in Europe than in America. Some knowledge of the subject matter was considered desirable, but no particular aptitude for teaching or knowledge of teaching skills was considered necessary. Teaching was viewed not as a career but as temporary employment. Many of those who entered teaching, especially at the elementary level, were teenagers who taught for only a year or two. Others were of dubious character, and early records reveal a number of teachers fired for drinking or stealing.

From this humble beginning there slowly emerged a more professional program for teacher education. In 1823, the **Reverend Samuel Hall** established a **normal school** (derived from the French *école normale,* a school that establishes model standards) in Concord, Vermont. This private school provided elementary school graduates with formal training in teaching skills. Reverend Hall's modest normal school marked the beginning of teacher education in America. Sixteen years later, in 1839, **Horace Mann** was instrumental in establishing the first state-supported normal school in Lexington, Massachusetts. Normal schools typically provided a 2-year teacher training program, consisting of academic subjects as well as teaching methodology. Some students came directly from elementary school; others had completed a secondary education. Into the 1900s, the normal school was the backbone of teacher education. The lack of rigorous professional training contributed to the less-than-professional treatment afforded teachers. The following is a teacher contract from the 1920s, a contract that offers a poignant insight into how teachers were seen . . . and treated.



Many of today's noted universities began as normal schools a century ago and were established to prepare teachers.

Library of Congress, Prints and Photographs Division [LC-USZ62-49011]

As the contract indicates, by the 1900s, teaching was one of the few female occupations. Because both females and teaching were held in low regard, the reward for the austere dedication detailed in this contract was an unimpressive $75 a month. But as the twentieth

Teaching Contract

Miss _____ agrees:

1. Not to get married. This contract becomes null and void immediately if the teacher marries.
2. Not to keep company with men.
3. To be home between the hours of 8 P.M. and 6 A.M. unless in attendance at a school function.
4. Not to loiter downtown in ice-cream parlors.
5. Not to smoke cigarettes. This contract becomes null and void immediately if the teacher is found smoking.
6. Not to drink beer, wine, or whiskey. This contract becomes null and void immediately if the teacher is found drinking beer, wine, or whiskey.
7. To keep the schoolroom clean:
   a. To sweep the classroom floor at least once daily.
   b. To scrub the classroom floor at least once weekly with soap and hot water.
   c. To clean the blackboard at least once daily.
   d. To start the fire at 7 A.M. so that the room will be warm by 8 A.M. when the children arrive.
8. Not to wear face powder, mascara, or to paint the lips.

SOURCE: *Chicago Tribune*, September 28, 1975, Section 1.

century progressed, professional teacher training gained wider acceptance. Enrollments in elementary schools climbed and secondary education gained in popularity, and so did the demand for more and better-trained teachers. Many private colleges and universities initiated teacher education programs, and normal schools expanded to 3- and 4-year programs, gradually evolving into state teachers' colleges. Interestingly, as attendance grew, these teachers' colleges expanded their programs and began offering courses and career preparation in fields other than teaching. By the 1950s, many of the state teachers' colleges had evolved into state colleges. In fact, some of today's leading universities were originally chartered as normal schools.[12]

Today, there is interest not only in how teachers are prepared, but also which teachers are the most effective. In the 1990s, the **National Board for Professional Teaching Standards (NBPTS)** was created to recognize superior teacher performance, and to name those teachers as "board certified." What does that mean? How do you become board certified?

Imagine that you have taught for a number of years, and decide to apply for this recognition. You would take written tests, your lesson plans examined, and your teaching observed. If you pass, you would be anointed with the title "board certified." About 3 percent of teachers are board certified, so you would be part of a select group.[13] As a board certified teacher, you might be given additional pay, more responsibility for schoolwide instruction, or perhaps given released time to work with new teachers. That may be in your future. As you enter the teaching profession, you will want to stay abreast of the activities concerning the national board and determine if you want to work toward board certification.[14] (What skills are needed for such superior teachers? For details about of NBPTS and the skills needed to be board certified, visit www.nbpts.org.)

A CLOSER LOOK

Traditional Path to Teacher Certification

So what do you need to teach? The traditional path to being a K–12 teacher includes the following steps:

Step 1: Get a 4-year college degree in a discipline that you enjoy. Be sure to see if the state you want to teach in requires a specific major for a subject or grade level you want to teach.

Step 2: Fulfill the student teaching requirement in the state in which you plan to teach.

Step 3: Find out if you need a master's degree. For some teaching areas (e.g., special education) and educational administration paths, you'll need a master's degree.

Step 4: Pass your state's required exam(s) for teaching. These tests measure both core skills (reading, writing, and mathematics) and subject-specific knowledge. For example, if you plan to be a high school mathematics teacher, your state may require that you major in mathematics and pass exams that measure your knowledge of that subject.

Step 5: Get your state's teacher certification. Some states have several types of certifications based on the subject and age level you plan to teach.

Check the department of education for the state you want to teach in and resources such as www.alleducationschools.com /teacher-certification/ to help you navigate the logistics of certification on your path to teaching.

REFLECTION: What benefits do you see from taking a traditional path to teaching? Any drawbacks? What benefits and drawbacks do you see to alternative paths? Most importantly, how would you assess how well either path prepares a teacher to teach? Teachers who feel well prepared—content knowledge, pedagogical training, and clinical experience—are far more likely to stay in teaching.

How Teachers Are Prepared Today

Even as educators strive toward professional status, there is no consensus and much controversy on how best to prepare teachers, and today we have many different paths to becoming a teacher. These different approaches have been categorized as traditional (undergraduate preparation at a college) or alternative (post-graduate preparation at a college or school district). The traditional teacher education path is found in hundreds of colleges where undergraduates study education and subject matter, then do student teaching en route to getting their teacher certification (*see* A Closer Look: Traditional Path to Teacher Certification). Alternative teacher preparation typically focuses on a structured apprenticeship, a sort of on-the-job training.

There are also more controversial alternative programs, like those offered primarily online. At the end of a year, or perhaps two years, the individual is licensed to teach. As you might imagine, the quality of alternative programs (and to be fair, traditional ones as well) varies greatly.

The positive side of alternative programs is that it has opened the teaching door to a more mature and diverse teaching force. Alternative teacher education programs are more likely to graduate new teachers who are over 30, and many over 40 years of age, and about a third are male or nonwhites, quite a difference from traditional undergraduate teacher education populations. Alternative teacher preparation may also graduate teachers better able to relate to today's more diverse students—little wonder that almost every state offers some form of alternative teacher training, and that approximately one in four new teachers have gone through an alternative teacher education program.[15]

Perhaps the best known of these alternative programs is Teach for America (TFA). Its founder, Wendy Kopp, conceptualized this program back in 1990 in her undergraduate thesis at Princeton. (That could be a motivator for you to view your class paper less as a task and more as an opportunity!) TFA recruits, called corps members, agree to teach for at least two years in under-resourced urban and rural schools. By being very selective, rejecting 9 out of 10 applicants, and drawing strong candidates to teaching, TFA has captured the imagination of many. But critics point out that its teacher preparation is too brief to be effective, usually a month or so, and many corps members leave as soon as their two-year commitment ends, adding to the already high turnover rate in these struggling schools. Moreover, even though TFA has been around for decades, its 4,000 to 6,000 yearly recruits are only a tiny fraction of the nation's 3.5 million teachers.[16] What TFA has shown America is that teaching can and should attract the very best college graduates. And that's what the public wants as well. (See Figure 1.2.)

Let's mention another teacher preparation program that forges a dramatically different path than TFA. *Teaching residencies* have been expanding in recent years, and in some critical ways, resemble medical residences. In a typical residency program, for example, talented teacher candidates commit to teaching for three years beyond their residency year. The first year of residency is mostly observing and taking graduate-level coursework, and candidates are paid for that year. They have the time to discuss educational theory and practice, and work alongside an experienced and effective mentor teacher learning how to implement these skills in a classroom. When they begin their teaching careers the second year, they feel well prepared and experienced. To the outside world, these "new" teachers look experienced. Now doesn't that sound like a thoughtful approach! Unlike TFA, it is not unusual for 70 percent or more of teachers prepared in a residency program to remain in teaching for five years or longer. Effective preparation makes a difference.[17] (To find out more, visit the National Center for Teacher Residencies at nctresidencies.org.)

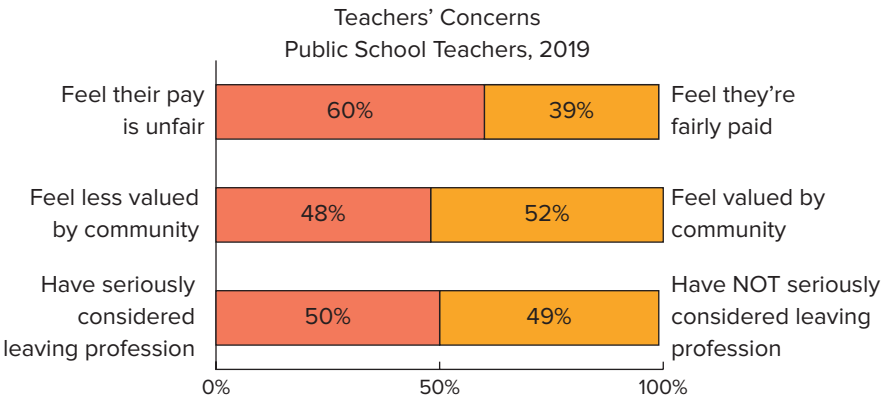


FIGURE 1.2
Public school teachers' concerns.

SOURCE: *51st Annual Phi Delta Kappan Poll of the Public's Attitudes Toward the Public Schools*, September 2019, accessed at kappanonline.org/wp-content/uploads/2019/08/pdk_101_1_PollSupplement.pdf.

REFLECTION: In addition to better pay, what could the community do to show they value teachers? What could the school administration do? What could teachers do?

TEACHING TIP

First, You Get Their Attention

I entered teaching through the back door and did not have the advantage of an effective classroom management mentor. What I would have loved in retrospect was to have someone say to me: One of the first things you need to establish is a simple and effective method of getting your students' attention. For example, in working with elementary-age children, I experimented with holding up an object. "Hey, look at this magic marker," I would say. All eyes would automatically look up because I had given them a task to perform. And with a note of wonder in my voice perhaps there was a good reason to look up. "Hey, look at this remarkable paper clip I just found and look what I can do with it."

This method was less effective as I started to work with middle schoolers. Some colleagues used the counting down method with this age group. "By the time I get to one, starting from five everyone should be quiet." It didn't work as well for me. Then I was attending an adult workshop one weekend and the facilitator said right at the start, "When you hear me say 'Focus up!' please repeat it and stop what you are doing." Well, it worked for a roomful of two hundred adults and it worked wonders with middle schoolers as well. To repeat the words required that they interrupt what they were doing, whether it was deep engagement with their work or more likely chatting with a neighbor. Sometimes I would have to repeat it again, but rarely did it take three times to quiet them down.

Most recently, I learned from a colleague who teaches kindergarten that a few simple rhythmic claps that in turn needed to be repeated by the class would achieve the same effect—simpler and easier on the voice, and a little less militaristic than the abrupt "focus up."

It is the nature of children's minds to wander, and it is the task of the teacher to gather and hold their attention when necessary instructions or other words are being spoken. What I gleaned from these experiments over the years was that the response that I needed from them was best achieved by having them perform a simple concrete action.

Courtesy of Eric Baylin.

Eric Baylin, an art teacher for more than 40 years, currently teaches high school art at Packer Collegiate Institute in Brooklyn, NY.

REFLECTION: Do any of Eric Baylin's techniques appeal to you? Are there other techniques that you are considering to get your students' attention?

Alternative teacher education programs attract more males and minorities into teaching than traditional programs.

Ingram Publishing

Considering the strengths and weaknesses of individual teacher education programs can prove challenging because we are flooded with myths about teaching. Let's take a moment to debunk these myths—these urban legends—that may be lurking in your own mind.

Urban Legends about Teacher Education

You may have heard that "Teachers are born, not made," or "To be a good teacher, all you really need to know is the subject you are teaching." Like the urban legend of alligators cavorting in the New York City sewer system, these teaching myths have taken on a life of their own. Let's take a moment and clear the air about a few of these.

Teachers are born, not made: It is certainly true that some students enter a teacher education program with impressive instructional skills, yet training and practice is what is needed to transform a strong teacher into a gifted one. Teaching is far from unique in this. When a group of Olympians and their coaches were asked what it takes to become a champion, none of the answers suggested that they were "born" champions. On the contrary, the athletes credited well-designed practices and good coaching. Accomplished musicians attribute their performance to hours of focused practice, as do master chess players. So too, superior teachers are not born; they work at it.

All you really need to know is the subject you are teaching: Though it is true that subject mastery is critical in effective teaching, research reveals that teachers skilled in **pedagogy,** the art and science of teaching, especially teaching methods and strategies, outperform teachers with superior subject area knowledge. Clearly, the most successful teachers do not view this as an either/or proposition. Effective teaching requires both knowledge of the subject and instructional skills.

For example, one researcher observed a group of medical doctors in training, brilliant students with over the top test scores, but they were struggling nevertheless. Socially inept, awkward, and unable to communicate effectively, some of these super-strong students were weak physicians. Strong academic credentials were not enough. Today, medical schools are responding to this problem with new courses in communication skills, as well as recruiting students who may not be the top academically, but who have other, more relevant interpersonal skills. Effective teaching also requires effective communication—both knowledge of the subject and the talent to teach it.[18]

Teacher education students are less talented than other college majors: (We never liked this one, either!) It is true that education majors are less likely to score in the top 25 percent on the SATs and too many who go into teaching are not strong academically. That is disappointing but true. On the other hand, adult literacy surveys show that teachers attain scores similar to those of physicians, writers, engineers, and social workers, which is much more encouraging.[19] It saddens us that no one seems to compare those becoming teachers with others in areas such as creativity, social consciousness, diversity of workforce, and honesty, for example. Why are such important factors overlooked?

Teaching is an easy college major: Teaching is unlike most college majors, but far from easy. Unlike many college programs, teacher candidates need focused and thoughtful time not only in their college studies (like reading this fine textbook), but also in the skills necessary for success in the real world of preK–12 classrooms. Planning lessons, incorporating new technology, supervising students, interacting with parents, and in fact, just managing time, are additional competencies that education students need to learn. Effective teacher preparation programs require close partnerships with local schools, partnerships that brand teacher education as unique (but far from easy).[20]

Once you actually begin teaching in your own classroom, you continue to grow and refine your teaching skills. Like many professional programs, from medicine to engineering, those early years on the job can be years of tremendous professional growth, if you use them wisely. And here's the good news: there are wonderful on-the-job resources to help you refine and improve your teaching skills. What resources? Glad you asked.

You Are Not Alone

FOCUS QUESTION 5

What resources are available to help you succeed as a teacher?

As you enter your first classroom as a new teacher, all those empty chairs staring at you can be intimidating. Even more so when they are occupied by animated youngsters. You may feel as though you are alone. But you are not alone. First-year teachers report that they gain a great deal from discussions with fellow teachers, actual teaching experiences, and the help of mentors in the classroom.[21] You have colleagues who can offer you advice and insights and are more often than not happy to help.

Mentors and Induction

Beyond this informal network of colleagues, some schools offer a more formal introduction to teaching, often called induction. **Induction programs** "provide some systematic and sustained assistance to beginning teachers for at least one school year," in the hope that such support will create the first of many magical years.[22] While some teachers are "naturals," gifted classroom instructors from the first day they step foot in a classroom, most of us benefit from a support system that helps us refine our teaching skills. Induction programs typically match new teachers with an experienced instructor, usually called a mentor.

Mentors are experienced teachers selected to guide new teachers through the school culture and norms, shedding light on the *official* and the *hidden* school cultures (e.g., which memos need a quick response and which do not; who keeps the key to the supply room; where the best DVD players are hidden) and offering a shoulder to lean on during those difficult days. Mentors offer insights on how best to use curricular materials, hints on teaching strategies, advice on scheduling problems, and suggestions on smoothing out stressful communication with a student, a parent, an administrator, or a colleague. They can observe a class to analyze how you might improve your teaching or actually teach a class to model a skill for you to use.[23] Effective mentors offer a bridge for new teachers to become skilled professionals.

Professional Associations and Resources

Today, teaching is one of the most organized occupations in the nation, and teachers typically belong to one of two major teacher organizations, the **National Education Association (NEA),** or the **American Federation of Teachers (AFT).** Both organizations offer conferences, workshops, and publications focused on honoring and improving the lives of teachers. Teachers, as well as teacher education students like yourself, can get digital access to the publications produced by these two organizations. *NEA Today* features the latest in K–12 education trends, opinions, and news; and *Thought & Action* explores higher education issues. The AFT offers publications that address classroom resources, early childhood, and special needs students, to name but a few. To learn more, visit www.nea.org and www.aft.org. Beyond these well-known associations, there are many other professional organizations that offer a rich array of resources. One of our favorite publications is *Rethinking Schools* (www.rethinkingschools.org). You will find articles of interest to you regardless of the subject or grade you teach, often with a social justice dimension. Publications such as *Education Week* keep teachers abreast of educational developments.

(The online version is available at www.edweek.org.) Here is a short list of other professional organizations, but Google away and you will uncover more. Each underscores that you are not alone:

National Council for Teachers of English (www.ncte.org)
National Council for the Social Studies (www.ncss.org)
National Science Teachers Association (www.nsta.org)
Teachers of Speakers of Other Languages (www.tesol.org)
National Council for the Teachers of Mathematics (www.nctm.org)
The Association for Supervision and Curriculum Development (www.ascd.org)
Association for Middle Level Education (www.amle.org/)
National Association for the Education of Young People (www.naeyc.org)
National Association for Gifted Children (www.nagc.org)
The Council for Exceptional Children (www.cec.sped.org)

GLOBAL VIEW

Nearly every week, the powerful teachers union and the government officials in Finland meet to discuss education. Why are unions seen as constructive partners in Finland, but so controversial in the United States?

Your First Year and Beyond

When you begin teaching, you will benefit from mentors, colleagues, and your professional associations. But questions will persist. Teaching is a complex work that cannot be fully mastered in the short period of teacher education. Like doctors, lawyers, engineers, and architects, you will continue to learn on the job. You will have concerns about whether you are good enough or will you be able to manage students. And in that first year, you will likely freak out a bit when you are notified that your supervisor would like to observe your teaching. Like most beginning teachers, you will likely survive both the challenges and fears of that first year.

FOCUS QUESTION 6

What are the stages of teacher development?

In your second year, you will be more experienced (and more confident), and move beyond those first-year survival questions. Now you will be more familiar with the curriculum, school norms, and life as a teacher, and shift your focus

The two largest teacher organizations are the National Education Association (NEA) and the American Federation of Teachers (AFT)

Source: National Education Association, www.nea.org

Source: American Federation of Teachers, www.aft.org

GLOBAL VIEW

If you are interested in teaching overseas, there are both private and government opportunities. Here's a start: www. educatorsoverseas .com, www.state.gov/, and www. dodea.edu/.

to refining your teaching skills. You might be asking yourself: What worked that first year? What bombed and needs to be rethought? What can I do to improve student performance? You may find yourself spending more time analyzing the needs of individual students, exploring new approaches, and asking such questions as: How can I help this shy child? What is this student's learning problem? If you hear about a colleague achieving success using a new teaching strategy, you might ask to visit that classroom and perhaps adapt or adopt that new strategy.

Then after a few years, your interests and vision may well grow beyond your classroom. You may begin considering ways that you can influence education on a larger scale. These stages of teacher development are illustrated in Figure 1.3.[24] And keep this in mind: Although efforts to improve schools may consider many factors, research reveals that teacher competence, your teaching skill, *is the most important factor* in improving student achievement.[25]

FIGURE 1.3

Stages of teacher development.

SOURCE: Based on the work of Lillian Katz.

Stage 1: Survival

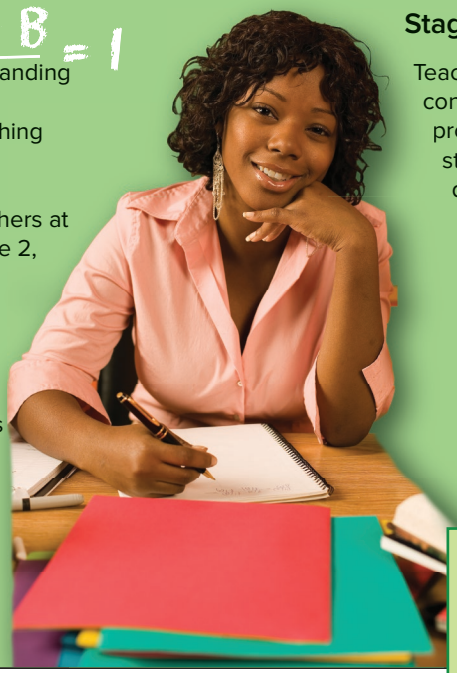
Teachers move from day to day, trying to get through the week and wondering if teaching is the right job for them. Concerns about classroom management, visits by supervisors, professional competence, and acceptance by colleagues dominate their thoughts. Support and professional development at this stage are particularly critical.

Stage 2: Consolidation

At stage 2, the focus moves from the teacher's survival to the children's learning. The skills acquired during the first stage are consolidated, and synthesized into strategies to be thoughtfully applied in the class. Teachers also synthesize their knowledge of students and are able to analyze learning, social, or classroom management problems in the light of individual student differences and needs.

Stage 3: Renewal

Once teaching skills and an understanding of student development have been mastered, and several years of teaching experience have been completed, predictable classroom routines can become comforting, or boring. Teachers at stage 2 face a decision: stay at stage 2, comfortable in the classroom but exploring little else, or move toward stage 3, renewal. In stage 3, new approaches are sought as teachers participate in regional or national professional development programs and visit successful colleagues to seek new ideas for teaching and learning.



Zave Smith/UpperCut Images/Getty Images

Stage 4: Maturity

Teachers move beyond classroom concerns and seek greater professional perspective. At this stage, the teacher considers deeper and more abstract questions about broad educational issues: educational philosophy, ways to strengthen the teaching profession, and educational ideas that can enhance education throughout the school, region, or nation. Regrettably, many teachers never reach stage 4.

REFLECTION: Have you been taught by teachers representing each of these four developmental stages? Describe behaviors at each of the four levels. If you were to build in strategies to take you from stage 1 to stage 4, what might they be?

As you consider your own career development, you might also want to take a look at the bigger picture—how schools themselves are doing. It is discouraging for teachers-to-be to invest their talent and energy only to be told by politicians, journalists, and even the general public that our schools are doing poorly. We would like to offer another side of the story, presenting a perspective and evidence we rarely hear.

American Schools: Better Than We Think?

FOCUS QUESTION 7

Are America's schools a secret success story?

GLOBAL VIEW

Juku schools have been called cram schools. Do you see Juku-type schools taking root in the United States?

Critics decry the low performance by U.S. students on international tests, but such criticisms may be way off the mark. In fact, today's schools may be doing as well as they ever have—perhaps even better than they ever have. Low test scores sometimes reflect timing differences. Consider that Japanese middle school students score significantly higher than U.S. students on algebra tests, but most Japanese students take algebra a year or two earlier than U.S. students do. Moreover, most Japanese children attend private academies, called *Juku* schools, after school and on weekends. By 16 years of age, the typical Japanese student has attended at least two more years of classes than has a U.S. student. Yet, because of the greater comparative effectiveness of U.S. colleges in relation to Japanese colleges, many of these differences evaporate on later tests. [Perhaps there are two lessons here: (1) U.S. students should spend more time in school, and (2) the Japanese need to improve the quality of their colleges.]

Cultural differences in selecting which students take these exams also affect test scores. In some countries, students who do not speak the dominant language are routinely excluded from international exams. In some nations, only a small percentage of the most talented students are selected or encouraged to continue their education and go on to high school. As one might imagine, a highly selective population does quite well on international tests. In the United States, the full range of students is tested: strong and weak, English-speaking, and non-English-speaking students. A larger number of American test takers are likely to be poor. Comparing all of America's students with another nation's best is unfair.

Americans value a comprehensive education, one in which students are involved in a wide array of activities, from theater to sports to community service. The U.S. public typically values spontaneity, social responsibility, and independence in their children, values that are not assessed in international tests. Consider the way a South Korean teacher identifies the students selected for the International Assessment of Education Progress (IAEP):

> The math teacher . . . calls the names of the 13-year-olds in the room who have been selected as part of the IAEP sample. As each name is called, the student stands at attention at his or her desk until the list is complete. Then, to the supportive and encouraging applause of their colleagues, the chosen ones leave to [take the assessment test].[26]

U.S. students taking international exams do not engender cheers from their classmates and do not view such tests as a matter of national honor, as do the South Korean students. Too often, our culture belittles intellectuals and mocks gifted students.

Despite these obstacles, on several key tests our nation's students are doing quite well. In recent years, the proportion of students scoring above

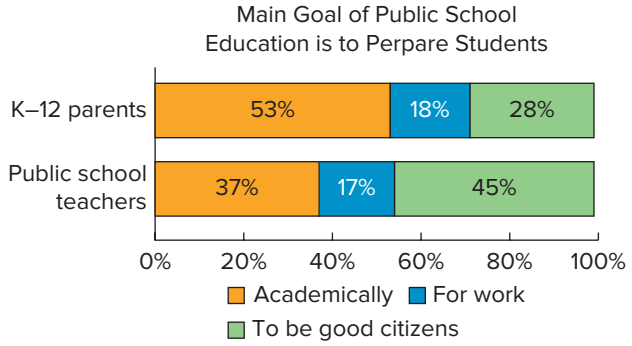


FIGURE 1.4

People have different opinions about the goal of education.

SOURCE: *51st Annual Phi Delta Kappan Poll of the Public's Attitudes Toward the Public Schools*, September 2019, accessed at kappanonline.org/wp-content/uploads/2019/08/pdk_101_1_PollSupplement.pdf.

REFLECTION: What is the goal of education? One of these three (academic, work, citizenship) or something else?

500 on the SAT reading and mathematics tests had reached an all-time high. The number of students taking Advanced Placement (AP) tests soared, a sign that far more students are in the race for advanced college standing. Improvements have been documented on the California Achievement Test, the Iowa Test of Basic Skills, and the Metropolitan Achievement Test—tests used across the nation to measure student learning. One of the most encouraging signs has been the performance of students of color, whose scores have risen dramatically. Among African American students, average reading scores on the NAEP tests rose dramatically.[27] Decades ago, many of these students probably would not have even been in school, much less taking tests. U.S. schools are teaching more students, students are staying in school longer, and children are studying more challenging courses than ever before. According to the 2006 Lemelson-MIT Invention Index, teenagers reported that they are pleased with the problem-solving and leadership skills, teamwork, and creativity they learned in school, areas few news reports discuss. (See Figure 1.4.) Still another survey revealed that a strong majority of parents (71 percent) give an A or B to the school they know best, the one attended by their oldest child. (Interesting to note that only 53 percent of parents give a similar grade to their community's other schools, and only 18 percent give an A or B to the nation's schools.)[28]

Then why is there a national upheaval about education—why all the furor about our failing schools and why the demands for radical school reform? Educators like Diane Ravitch, David Berliner, Bruce Biddle, and others have advanced a number of possible explanations[29]:

- The current testing culture has caused great damage to, and misperceptions about, public schools. By measuring school effectiveness with yearly reading and mathematics exams, we have created perverse incentives to "teach to the test." Education is reduced to a single test score, and that score can stigmatize schools, teachers, and students. Some point out that we would learn the same information with zip codes instead of test scores: the poorest communities virtually always receive the lowest test score. This emphasis on reading and math test scores also means we devote less school time to subjects that are not tested like science, social studies, history, geography, foreign languages, art, and music.
- Public education is being attacked on ideological grounds by those who argue that the private sector is superior to the public sector. Anti-public school forces, often with big advertising budgets, demand that taxpayer money be used to support private, religious, charter, and for-profit schools. As a result, public schools have seen their budgets decrease. Students are now attending private and religious schools paid by taxpayer dollars. Yet despite all the clamor, few realize that test performance of these students at these private schools is no better, and often worse, than the local public schools.

- Teachers' associations and tenure have been criticized for protecting incompetent teachers at the expense of student performance. This argument is weakened when we see that countries with far stronger teacher unions, like Finland, have student test scores that are at or near the top of all countries tested.
- Adults tend to romanticize what schools were like when they attended as children, for they always studied harder and learned more than their children do. (And when they went to school, they had to walk through four feet of snow, uphill, in both directions!)
- Americans hold unrealistic expectations. They want schools to conquer all sorts of social and academic ills, from illiteracy to teenage pregnancy, and to accomplish everything from teaching advanced math to preventing AIDS.
- Schools today work with tremendous numbers of poor students, non-English-speaking children, and special education students who just a few years ago would not have been attending school as long or, in some cases, would not have been attending school at all.
- The press has been all too willing to publish negative stories about schools—stories based on questionable sources. Sloppy, biased reporting has damaged the public's perception of schools.

It is helpful to remember two points. First, criticism can be fruitful. If additional attention and even criticism help shape stronger schools, then the current furor will have at least some positive impact. However, if the effect of this criticism is to drain public schools of their financial resources, more damage than good will be the result. Second, it is important to remember that there are countless students in all parts of the country who work diligently every day and perform with excellence. The United States continues to produce leaders in fields as diverse as medicine and sports, business, and entertainment. To a great extent, these success stories are also the stories of talented and dedicated teachers. Although their quiet daily contributions rarely reach the headlines, teachers do make a difference. You represent the next generation of teachers who will, no doubt, weather difficult times and sometimes adverse circumstances to touch the lives of students and to shape a better America. Perhaps it is your voice and your commitment that will help bring an end to false comments made about public education.

NewsFlash

We Need More Teachers

Digging Deeper

Preparing for the Job Market

GLOBAL VIEW

The UN estimates that we need millions more teachers worldwide. If you have a desire to make a difference and live in another culture, teaching continues to be a critical career in many countries.

Digging Deeper Online

We want this text to be the most exciting, interesting, and useful textbook you have ever read, and to mirror the enthusiasm that we feel about education. (Okay, so it's not an electrifying and frightening Stephen King novel like *Carrie,* but we work hard to make it stimulating and useful—and not scary). Along those lines, we have a little bonus for you in each chapter—a little extra material which you may find helpful, but will not be tested on. (Isn't that cool?) *Digging Deeper* consists of an additional page or two and is found on the textbook's Connect. You may want to read this additional information and take notes, or choose to ignore it entirely (when's the last time an author gave you that option?). Your choice—and no hard feelings on our part. For this chapter, the *Digging Deeper* section online offers some very practical advice for you: **What steps can I take between now and graduation to make myself an attractive teaching candidate?**

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Analyze Case Studies

Megan Brownlee: A parent visits her children's favorite elementary school teacher and is surprised to discover that the teacher does not encourage her to enter the teaching profession.

Jennifer Gordon: A mature woman beginning a second career as an elementary school teacher struggles during her student teaching experience with how to deal with her cooperating teacher, who treats her very badly and corrects her in front of the class.

Watch Teachers, Students, and Classrooms in Action

Classroom Observation: **Teachers Discuss the Pros and Cons of Teaching.**
Our **Online Video Album** for contemporary videos related to this chapter.

FOR FURTHER EXPLORATION

Making the Complex Work of Teaching Visible, by Pam Grossman, *Phi Delta Kappan,* February 24, 2020.

Why Choose Teaching? by David E. Vocke and James V. Foran, *Kappa Delta Pi Record,* 2017.

So You're Thinking of Becoming a Teacher, by Tim Cavey, *Medium,* May 2020.

National Education Association, www.nea.org

American Federation Teaching, www.aft.org

KEY TERMS AND PEOPLE

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DISCUSSION QUESTIONS AND ACTIVITIES

1. This chapter introduces you to the importance of well-thought-out career decision making. You can read further on this decision-making process in one of the many career books now available. For example, Richard N. Bolles's *What Color Is Your Parachute?* contains many exercises that should help you clarify your commitment to teaching. Or you may want to visit Bolles's Web site at www.jobhuntersbible.com/. These resources, or a visit to your career center, can help you determine the best option for you.
2. Interview teachers and students at different grade levels to determine what they think are the positive and negative aspects of teaching. Share those interview responses with your classmates.

3. Suppose you could write an open letter to students, telling them about yourself and why you want to teach. What would you want them to know? When you attempt to explain yourself to others, you often gain greater self-knowledge. You might want to share your letter with classmates and to hear what they have to say in their letters. Perhaps your instructor could also try this exercise and share their open letter with you.
4. Check out teacher-related Web sites on the Internet. Schools and school districts, professional teacher organizations, and all sorts of interest groups sponsor not only Web sites but also list-servs, chat groups, and other Internet activities. Seek out opportunities to interview practicing classroom teachers about their own classroom experiences.
5. Imagine that you are taking part in a career fair. Someone asks why you are exploring teaching. Briefly frame your answer.

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It's not that I'm so smart, it's just that I stay with problems longer.

ALBERT EINSTEIN

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chapter 2

Different Ways of Learning

Focus Questions

1. How can teachers help students foster their growth mindsets?
2. Why hasn't information literacy been taught to everyone for many years?
3. How can teachers help students develop their EQ?
4. Do boys and girls learn differently?
5. How are the needs of learners with exceptionalities met in today's classrooms?

Chapter Preview

Questioning has an important role in education, even as the questions may change while some remain the same. What does "intelligence" really mean? How many kinds of intelligences are there? What is EQ (emotional intelligence quotient), and is it a better predictor of success than IQ (intelligence quotient)? What are learning styles and how should instruction respond to different learning styles?

Gender issues are a hot topic in schools as some argue that girls' and boys' learning differences create the need for separate schools. Are single-sex learning environments a good idea? Do girls and boys learn differently? How are we accommodating transgender children? How does our focus on the gender binary impact schools and learning? We want you to begin thinking about how teachers can recognize differences in learning while avoiding the dangers of stereotypic thinking, and the current gender debate is a good place to begin.

Another educational transformation is the increasing numbers of schoolchildren now identified as learners with exceptionalities—students with learning, physical, developmental, and emotional/behavioral disabilities—all of whom deserve appropriate educational strategies and materials. Students with gifts and talents represent another population with special needs too often lost in the current educational system.

This chapter will broaden your ideas of how students learn, and how teachers can teach to the many different ways of knowing.

Mindsets and Multiple Intelligences

Have you ever wondered what it really means to be a "genius"? How would you describe a genius? Have you ever met one? How would you rate your own intelligence? Above average? Average? Below average? Who decides, and what exactly is intelligence?

Traditional definitions of *intelligence* usually include mental capabilities, such as reasoning, problem solving, and abstract thinking. The Intelligence Quotient, called IQ, was developed early in the twentieth century to measure a person's innate intelligence, with a score of 100 defined as normal, or average. The higher the score, the brighter the person. Some of us grew up in communities where IQ was barely mentioned. In many cases, that lack of communication might have been a blessing. Others of us grew up with "IQ envy," in communities where IQ scores were a big part of the culture. Because the IQ was considered a fixed, permanent measure of intellect, like a person's physical height, the scores engendered strong feelings. Today, we know that one's environment and well-being can greatly affect intellectual development.

FOCUS QUESTION 1

How can teachers help students foster their growth mindsets?

Mindsets

A growing number of researchers now view intelligence not as a fixed, predetermined entity, but as malleable, something we can control, at least in part. Stanford professor **Carol Dweck** describes it this way: A **fixed mindset** views intelligence as ability-focused, finite, and determined at birth. An individual's IQ measures intelligence, and it does not change. **Growth mindset**, on the other hand, suggests that rather than being fixed at birth, intelligence can be developed through life, if we exert effort. But here's the key: which view you hold about intelligence affects how you go about learning. On

difficult tasks, students who believe intelligence is fixed give up more quickly, blaming their intelligence (or lack of) for their failure. But on those same difficult tasks, students who embrace an incremental view of intelligence are more likely to persevere and explore more inventive strategies to solve a problem. To this group, setbacks are not considered a permanent reflection of intelligence, rather opportunities to learn and grow.[1]

Furthermore, Dweck believes that we all have fixed and growth mindsets, depending on the topic we are learning. For example, you may have a growth mindset about physics and a fixed mindset about mathematics. If we want to move ourselves and students closer to a growth mindset in thought and practice in all areas, we need to stay in touch with our fixed mindsets. How? Awareness of fixed-mindset triggers is actually a first step to creating successful mindset learning strategies. Dweck recommends watching for fixed-mindset reactions when faced with challenges.[2] Do you feel overly anxious or avoid a situation? Do you feel incompetent or defeated? Do you look for an excuse? Does criticism evoke habits of a fixed mindset? Do you become defensive, angry, or crushed instead of interested in learning from the feedback? Do you feel envious and threatened, or do you feel eager to learn?

Specific instructional strategies can also assist students (and teachers) in developing growth mindsets. For example, teachers can

- Provide meaningful student feedback
- Ask open-ended questions
- Use more formative testing
- Create flexible ability groupings

In Chapter 11, "Becoming an Effective Teacher," we explore these suggestions in-depth.

Multiple Intelligences

Traditional assessments of intelligence emphasize language and logical-mathematical abilities, another narrow view of intelligence. Harvard psychologist **Howard Gardner** has worked to broaden this concept of intelligence, defining intelligence as "the capacity to solve problems or to fashion products that are valued in one or more cultural settings."[3]

Gardner believes that his theory of **multiple intelligences** more accurately captures the diverse nature of human capability. Gardner identified eight kinds of intelligence, not all of which are commonly recognized in school settings[4]:

1. *Logical-mathematical.* Skills related to mathematical manipulations and discerning and solving logical problems ("number/reasoning smart").
2. *Linguistic.* Sensitivity to the meanings, sounds, and rhythms of words, as well as to the function of language as a whole ("word smart").
3. *Bodily-kinesthetic.* Ability to excel physically and to handle objects skillfully ("body smart").
4. *Musical.* Ability to produce pitch and rhythm, as well as to appreciate various forms of musical expression ("music smart").

Physical ability and body awareness are forms of kinesthetic intelligence.

ImageSource/age fotostock

5. *Spatial.* Ability to form a mental model of the spatial world and to maneuver and operate using that model ("picture smart").
6. *Interpersonal.* Ability to analyze and respond to the motivations, moods, and desires of other people ("people smart").
7. *Intrapersonal.* Knowledge of one's feelings, needs, strengths, and weaknesses; ability to use this knowledge to guide behavior ("self smart").
8. *Naturalist.* Ability to discriminate among living things, to classify plants, animals, and minerals; ability to nurture animals and grow plants; a sensitivity to the natural world ("environment smart").

The theory of multiple intelligences goes a long way in explaining why the quality of an individual's performance may vary greatly in different activities, rather than reflect a single standard of performance as indicated by an IQ score. Gardner also points out that what is considered *intelligence* may differ, depending on cultural values. Thus, in the Pacific Islands, intelligence is the ability to navigate among the islands. For many Muslims, the ability to memorize the Quran is a mark of intelligence. Intelligence in Balinese social life is demonstrated by physical grace.

RAP 1.2
Multiple Intelligences Bingo

Gardner's theory has sparked the imaginations of many educators. Some educators have redesigned their curricula to respond to differing student intelligences. Teachers are refining their approaches in responding to questions such as[5]

- How can I use music to emphasize key points?
- How can I promote hand and bodily movements and experiences to enhance learning?
- How can I incorporate sharing and interpersonal interactions into my lessons?
- How can I encourage students to think more deeply about their feelings and memories?
- How can I use visual organizers and visual aids to promote understanding?
- How can I incorporate a school garden or nature program to give students more time exploring the world around them?

GLOBAL VIEW
Describe the varied cultural, religious, or ethnic intelligences of your classmates.

The Five Minds

Gardner's work on multiple intelligences has influenced how many educators view teaching and learning. In his book *Five Minds for the Future,* Gardner suggests new directions for schools. He points out that memorizing facts and cramming for standardized tests is not useful in the twenty-first century. With huge amounts of information at our fingertips, instant global communications, and access to other cultures and countries, we have new lessons to learn. Gardner offers "five minds,"—five ways of knowing—that he believes we need to develop and thrive in the twenty-first century.[6]

The Creating Mind Being creative is a timeless skill. A creative mind discovers new ways of looking at the world, and offers new insights and a fresh way of thinking. Some believe that creativity may be America's greatest (and most underdeveloped) natural resource.

The Ethical Mind Have you ever noticed how often we turn away from challenging truths, as though ignoring them will make them disappear? We have become inured to dishonest behavior. For example, the majority of our students cheat on exams, copy homework from others, or plagiarize term papers. Depressing as that is, we still ignore it. In adult life, these unethical behaviors lead to grievous consequences on Wall Street, in corporations, in politics, and in our personal lives. Gardner believes that we must tackle this deceit head on and teach children to think reflectively about their behavior. He advocates for more young adults choose careers that advance society, rather than focus on accruing personal wealth at the cost of leading an ethical life.

The Respectful Mind How often do you listen to misogynist rap lyrics, combative talk radio, rude television commentators; laugh (even uncomfortably) at a racist joke; or witness road rage unfold before your eyes? Disrespectful behavior in our society has become commonplace, and Gardner believes we should teach children to develop respectful minds. This means honoring people with different ideas, different cultures, and different belief systems. In fact, we have much to learn from those who have experienced different lives. In an ever-shrinking world, the lack of respectful minds can have dire consequences.

The Disciplined Mind This mind may be the most familiar to you because it is part of today's school curriculum. The disciplined mind masters a field of study, such as literature, history, art, science, math, or even a craft. With a disciplined mind, one becomes a master of an area of work or a profession; without this mastery, one is destined to spend life simply following someone else's directions.

The Synthesizing Mind Today, we are inundated with information. Tomorrow, we will be inundated with even more information. We need to develop the ability to sort through this information, to figure out what is important and what is not so important, to see meaningful connections, and then to interpret how best we can use the data. In this information age, being able to eliminate the trivial while connecting the useful and accurate is key.

How do these five minds sound to you? Perhaps you have yet another mind that you think should be part of school life. We encourage you to continually consider new ways of looking at teaching and learning.

Information Literacy

Gardner's *A Synthesizing Mind* (and writing this book) has us thinking about all the information we encounter each day and how to make sense of it. Most importantly, how do we teach information literacy skills to students so that they can find, evaluate, and use information effectively today and in the future? Let's start by defining information literacy. According to the American Library Association, information literacy is "a set of abilities requiring individuals to recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information."[7]

Information literacy is a critical thinking skill that people need when they interact with information. Information literacy and its companion, media literacy—"helping students become competent, critical and literate in all media forms so that

they control the interpretation of what they see or hear rather than letting the interpretation control them"[8] —have seen an increase in interest with recent concerns over fake news. However, none of these literacies are new and neither is the prevalence of fake news.

FOCUS QUESTION 2
Why hasn't information literacy been taught to everyone for many years?

In 1964, John Culkin wrote about the importance of media literacy. Culkin developed many of his ideas about media literacy by working closely with Marshall McLuhan (mass media theorist, author of *Understanding Media: The Extension of Man,* and who coined the phrase "the medium is the message"). In 1969, Culkin founded the Center for Understanding Media, located in New York City's Greenwich Village. The Center taught teachers how media works and its influence on society. Media at the time included print, theater, film, and television. The Center was the first organization in the United States to focus on understanding media.[9]

Paul G. Zurkowski, then president of the Information Industry Association receives the credit for coining the term "information literacy" in 1974 in his speech to the National Commission on Libraries and Information Sciences. In defining information literacy, Zurkowski highlighted the importance of working with information to gain knowledge and learning how to use information to solve problems.[10]

And fake news? It's been around forever. Ironically, one of the founders of the United States library system was also a creator of fake news: Benjamin Franklin. In 1782, Benjamin Franklin decided to stoke the fires to make sure the colonies followed through with the American Revolution, achieving full independence from Great Britain. He created a fake issue of the Boston newspaper, *Independent Chronicle,* that looked just like a real issue. In it he wrote a gruesome tale about an alliance between King George and Native American forces that resulted in more than 700 "scalps of our unhappy country folk."[11] Franklin decided not to circulate this fake issue like a regular newspaper. Instead, he shared it with his friends. Franklin's friends were influential people who shared it with their friends and so on until many people in the colonies had read or heard about the article. Sound familiar?[12] Franklin is not alone in his creation of fake news. Since before (and after) the development of the printing press in 1439, a device that would help create real news, fake news has flowed freely.

Why does fake news have such a long history? Two main reasons: people want to influence other people and people want information that confirms what they already believe. This desire for confirmation of our beliefs is called **confirmation bias**. We all seek it, even the authors of this book! So if confirmation bias and fake news have been with us forever, why does it feel overwhelming to many people today? Technology plays a major role in making fake news easier to disperse and far too easy to receive. On the Internet, influencers can find data on people's beliefs, craft their messages accordingly for different audiences, and easily reach those audiences. We all receive a lot of information online and that information can be tailored to confirm what we already believe. With all this information and the possibility of the information being faulty, information literacy skills become extremely important. National and state standards include information literacy skills, emphasizing their importance.[13] Teachers and schools have the opportunity to make sure students have the information literacy skills they need to find information, evaluate the information that they receive and find, and then use the information effectively as students and future adults.

While students may seem facile with the latest technology and comfortable with media in general, research indicates they need a great deal of help to develop their

information literacy skills. The Stanford History Education Group (SHEG) at Stanford University conducted a study to investigate how well students could evaluate sources of online information. More than 7,800 students (middle school, high school, and college age) across 12 states responded to 56 information tasks. The majority of students failed to do basic fact checking. Students could not distinguish advertisements from content, manipulated images from real ones, false information from facts, nor could they identify bias in the content.[14]

READINGS

Fact vs. Fiction: Teaching Critical Thinking Skills in the Age of Fake News

Information Literacy: Separating Fact from Fiction

The Pew Research Center came up with similar findings when they surveyed 2,462 teachers. More than 60 percent of these educators rated students skills at evaluating sources and detecting bias as fair or poor.[15] The good news is that many educators, curriculum developers, librarians, and other experts have developed materials to help students and teachers learn valuable information literacy skills. See the **Readings** and **Does It Pass the CRAAP Test** for examples. Some educators have found that once students learn information literacy skills, they find value in identifying biased and inaccurate information. Students often enjoy pointing out erroneous information and helping prevent others from being tricked by it. Along the way to becoming information literate, students (and adults) often need reminders to check the source of the information: It is not the person who posted the information, it is the author(s) of the information students need to investigate. When students ask themselves the purpose of the information, they need to consider not only the bias of the author, but the bias of counter arguments to the information, and their own biases as they synthesize the information. Building information literacy skills encourages students to spend time learning and reflecting on the information they encounter.

FOCUS QUESTION 3

How can teachers help students develop their EQ?

Emotional Intelligence

Information literacy requires some emotional intelligence. **EQ,** or the **emotional intelligence quotient,** "is a type of social intelligence that involves the ability to monitor one's own and others' emotions, to discriminate among them, and to use the informationto guide one's thinking actions."[16] In his book *Emotional Intelligence,* psychologist Daniel Goleman suggests that EQ taps into the heart, as well as the head. "Emotional intelligence . . . include[s] self-control, zeal and persistence, and the ability to motivate oneself."[17] EQ may be a better predictor of success in life than IQ.

Education research continues to explore and document how EQ works. Researchers at Pennsylvania State University followed nearly 800 students for two decades, finding that children who share and show compassion are more likely to have a college degree and a job 20 years later than children who lack those social skills. Kids who interact well with others also are less likely to have substance-abuse problems and run-ins with the law. Importantly, these measures of EQ were constant across socioeconomic, racial, and gender status.[18] By the way, how would you rate your EQ? (See A Closer Look.)

Social and Emotional Learning (SEL)

Understanding the value of emotional intelligence led researchers, educators, and child advocates to think about how to teach and learn these skills in preschool through high school. In 1994, they developed the Collaborative for Academic, Social, and Emotional Learning (CASEL) and coined the term **social and emotional learning (SEL)**. According to CASEL, "SEL is the process through which children and adults

TEACHING TIP

Does It Pass the CRAAP Test?

When teachers and their students search for or just receive information, the questions in the CRAAP Test can help them assess the value of the information. How often do you ask yourself these types of questions about the information you find or receive? The more teachers adopt these information literacy practices, the better prepared they'll be to help students become information literate. (See Chapter 11, the section on "Effective Teaching with Technology," for additional ideas on how to use technology to help achieve information literacy.)

CURRENCY: THE TIMELINESS OF THE INFORMATION

- When was the information published or posted?
- Has the information been revised or updated?
- Does your topic require current information, or will older sources work as well?
- Are the links functional?

RELEVANCE: THE IMPORTANCE OF THE INFORMATION FOR YOUR NEEDS

- Does the information relate to your topic or answer your question?
- Who is the intended audience?
- Is the information at an appropriate level (i.e. not too elementary or advanced for your needs)?
- Have you looked at a variety of sources before determining this is the one you will use?
- Would you be comfortable citing this source in your research paper?

AUTHORITY: THE SOURCE OF THE INFORMATION

- Who is the author/publisher/source/sponsor?
- What are the author's credentials or organizational affiliations?
- Is the author qualified to write on this topic?
- Is there contact information, such as a publisher or email address?
- Does the URL reveal anything about the author or source (examples: .com .edu .gov .org .net)?

ACCURACY: THE RELIABILITY, TRUTHFULNESS AND CORRECTNESS OF THE CONTENT

- Where does the information come from?
- Is the information supported by evidence?
- Has the information been reviewed or refereed?
- Can you verify any of the information in another source or from personal knowledge?
- Does the language or tone seem unbiased and free of emotion?
- Are there spelling, grammar or typographical errors?

PURPOSE: THE REASON THE INFORMATION EXISTS

- What is the purpose of the information? Is it to inform, teach, sell, entertain or persuade?
- Do the authors/sponsors make their intentions or purpose clear?
- Is the information fact, opinion or propaganda?
- Does the point of view appear objective and impartial?
- Are there political, ideological, cultural, religious, institutional or personal biases?

SOURCE: American Library Association Guidelines for Evaluating Information, Meriam Library, California State University, Chico, CA, developed CRAAP, https://library.csuchico.edu/help/source-or-information-good.

understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions."[19] CASEL, a leader in SEL research for more than 25 years, outlines five core SEL competencies: self-awareness, self-management, social awareness, and relationship skills and responsible decision making. (See Figure 2.1.)

Many other organizations have joined CASEL to develop curriculum materials, assessments, and resources for classrooms, schools, communities, and families; policies at the national and state levels, and conducting research to determine next steps and best practices. Some organizations have developed their own research-based

A CLOSER LOOK

So What's Your EQ?

Like Daniel Goleman, Yale psychologist Peter Salovey works with emotional intelligence issues, and he identifies five elements of emotional intelligence. How would you rate yourself on each of these dimensions?

KNOWING EMOTIONS

The foundation of one's emotional intelligence is self-awareness. A person's ability to recognize a feeling as it happens is the essential first step in understanding the place and power of emotions. People who do not know when they are angry, jealous, or in love are at the mercy of their emotions.

Self-Rating on Knowing My Emotions *Always aware of my emotions__Usually aware__Sometimes aware__Out of touch, clueless.__*

MANAGING EMOTIONS

A person who can control and manage emotions can handle bad times as well as the good, shake off depression, bounce back from life's setbacks, and avoid irritability. In one study, up to half of the youngsters who at age 6 were disruptive and unable to get along with others were classified as delinquents by the time they were teenagers.

Self-Rating on Managing My Emotions *Always manage my emotions__Usually manage__Sometimes manage__ My emotions manage me.__*

MOTIVATING ONESELF

Productive individuals are able to focus energy, confidence, and concentration on achieving a goal and avoid anxiety, anger, and depression. One study of 36,000 people found that "worriers" have poorer academic performance than nonworriers. (A load off your mind, no doubt!)

Self-Rating on Motivation and Focus *Always self-motivated/focused__Usually self-motivated/focused__Sometimes self-motivated/focused__I can't focus on when I was last focused (and I don't care).__*

RECOGNIZING EMOTIONS IN OTHERS

This skill is the core of empathy, the ability to pick up subtle signs of what other people need or want. Such a person always seems to "get it," even before the words are spoken.

Self-Rating on Empathy *Always empathetic__Usually empathetic__Sometimes empathetic__I rarely "get it."__*

HANDLING RELATIONSHIPS

People whose EQ is high are the kind of people you want to be around. They are popular, are good leaders, and make you feel comfortable and connected. Children who lack social skills are often distracted from learning, and the dropout rate for children who are rejected by their peers can be two to eight times higher than for children who have friends.

Self-Rating on Relationships *I am rich in friendship and am often asked to lead activities and events.__I have many friends.__I have a few friends.__Actually, I'm pretty desperate for friends.__*

RATINGS

Give 4 points for each time you selected the first choice, 3 points for the "usual" or "many" second option, 2 points for the "sometimes" selection, and 1 point for the last choice.

18–20 points:	A grade—WOW! Impressive!
14–17 points:	B grade—You have considerable skills and talents.
10–13 points:	C grade—Feel free to read further on this topic.
5–9 points:	D grade—This may be a perfect subject to investigate in greater detail. Do you have a topic for your term project yet?

SOURCE: Salovey, Peter, and Mayer, John D. *Emotional Intelligence*, Baywood Publishing, 1990.

REFLECTION: Are you satisfied with your rating? If you earned a high rating, to what do you attribute your high EQ? If your rating was lower than you liked, how can you work on increasing your EQ? How will you develop the EQ of your students?

approach to achieving SEL. For example, the Yale Center for Emotional Intelligence developed the RULER program: recognize, understand, label, express, and regulate one's emotions. That's actually the acronym, RULER, that is our approach at the Yale Center for Emotional Intelligence for teaching these competencies.

SEL programs are very popular. An Edweek survey conducted in 2018 revealed that almost 90 percent of district leaders report investing in social and emotional learning programs, or plan to do so.[20] SEL supporters contend that when SEL programs make the social and emotional health of everyone—students and adults—an integral part of the school community, all students and educators benefit. Good mental health support and behavior help are for everyone. Many organizations and researchers tout the benefits of SEL: reduced behavior problems, increased academic success, increased ability to manage stress and depression, and positive self-image.[21]

FIGURE 2.1
CASEL wheel and competencies.

SOURCE: https://casel.org/core-competencies/.

But others are more wary of SEL. With so many curricula, technology-supported programs, professional development offerings, and books about SEL on the market, some proponents contend that the core of SEL has become diluted as each resource puts its own stamp on what SEL is. Others point out the racial divide in education in general and how programs like SEL can further racial injustices.[22] In addition, many supporters and skeptics of SEL debate how and even should we assess SEL skills. What's your perspective on SEL and its role in our schools?

Shifting ideas of social and emotional learning and intelligence are toppling educational traditions, stretching our understanding of what schools are about. In a sense, they are increasing the range and diversity of educational ideas. The students you will teach will learn in diverse ways, and a single IQ or even EQ score is unlikely to capture the range of their abilities and skills. Eduction researchers continue to explore the ways in which students learn in order to inform teaching.

Research on How Students Learn

Each year there are thousands of research study results on teaching, learning, school systems, and education. How are teachers to make sense of the research findings, let alone use them in their classrooms? It's a challenging problem with no easy answers. Many teachers and education leaders turn to the U.S. Department of Education's What Works Clearinghouse (WWC), which aims to synthesize key education research findings into language and resources that educators can use. Teachers also turn to professional organizations that can provide them with tools and frameworks. (See a list of professional organizations in Chapter 1, p. 19.) The National Academies have also provided important summaries of educational research, most notably, *How People Learn* (2000) and *How People Learn II* (2018). "The *How People Learn, Expanded Edition* (2000) has been the No. 3 most-downloaded report of over 10,000 reports for the National Academies Press . . . the primary users seemed to be those in teacher education."[23]

NewsFlash

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