Learning to Teach

SEVENTH EDITION



Richard I. Arends

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Central Connecticut State University





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About the Author



Richard I. Arends is Professor of Educational Leadership and Dean Emeritus at Central Connecticut State University, where he served as Dean of the School of Education and Interim Provost of Academic Affairs from 1991 to 2004. Before going to Connecticut he was on the faculty and chaired the Department of Curriculum and Instruction at the University of Maryland, College Park. He received his Ph.D. from the University of Oregon, where he was on the faculty from 1975 to 1983. A former elementary, middle school, and high school teacher, his special interests are teaching, teacher education, organization development, and school improvement.

Professor Arends has authored or contributed to over a dozen books on education, including the *Second Handbook of Organization Development in Schools, Systems Strategies in Education, Exploring Teaching*, and

Learning to Teach. The latter is now in its seventh edition and has been translated into several foreign languages. He has worked widely with schools and universities throughout North America, in Jamaica, and in the Pacific Rim, including Australia, Samoa, Palau, and Saipan.

The recipient of numerous awards, Professor Arends was selected in 1989 as the outstanding teacher educator in Maryland and in 1990 received the Judith Ruskin Award for outstanding research in education. From 1995 to 1997, Professor Arends held the William Allen (Boeing) Endowed Chair in the School of Education at Seattle University. Currently, he is retired in Portland, Oregon, where he pursues his favorite projects and continues to write.

Preface

Learning to be a teacher is a long and complex journey full of excitement and challenge. It begins with the many experiences we have with our parents and siblings; it continues as we observe teacher after teacher through sixteen to twenty years of schooling; and it culminates, formally, with professional training, but continues through a lifetime of teaching experiences.

Purpose and Audience

This is the seventh edition of *Learning to Teach*. It is intended for teacher candidates taking a course commonly labeled General Methods of Teaching, and offered through the elementary, secondary, or general education programs. A variety of other course titles—Analysis of Teaching, Study of Teaching, Principles and Practices of Teaching, or Strategies of Teaching—are sometimes used. Whatever its title, the course's content normally focuses on general models, strategies, and tactics that apply to teaching in all subject areas and at all grade levels.

Although these courses vary somewhat among institutions, most of them share the following general goals. Most instructors want their students to:

- develop a repertoire of basic teaching models, strategies, and tactics
- understand the theoretical foundations behind teaching and learning
- understand the dynamics of teaching, both inside and outside the classroom
- develop an awareness and appreciation of the knowledge base that supports current practices in teaching
- appreciate the opportunities and challenges of teaching in classrooms characterized by diversity
- know how to adapt instruction to meet the needs of all learners
- acquire skills with which to observe, record, and reflect on teaching

Organization and Content of the Seventh Edition

The seventh edition of *Learning to Teach* provides a comprehensive and balanced view of teaching. To accomplish this, the book is organized into five parts. Part 1 introduces the book, explores the meaning of effective teaching, and considers the processes and stages that beginning teachers go through on the way to becoming accomplished teachers. It also lays out the major themes of the book as well as the contemporary social context of teaching—a context characterized by student diversity and societal demands that teachers help all students realize their learning potentials.

Parts 2, 3, 4, and 5, the heart of the book, are organized around concepts of what teachers do. These sections assume that all teachers have three important responsibilities: (1) They lead a group of students—the *leadership aspects of teaching*; (2) they provide

students with direct, face-to-face instruction—the *interactive aspects of teaching*; and (3) they work with colleagues and parents to perform the *organizational aspects of teaching*. New to the seventh edition, in response to feedback from users, the interactive aspects of teachers have been divided into two parts. Part 3 (Chapters 7–9) describes the more traditional and teacher-centered approaches to instruction, whereas Part 4 (Chapters 10–13) focuses specifically on contemporary student-centered approaches as well as on ways to use various approaches together to meet a variety of instructional goals.

Research Applied to the Practical Problems of Teaching

To be successful, teachers must have a solid understanding of the research that supports and defines effective teaching practices. They must also command a deep practical knowledge about students, how they learn, and about the strategies that promote student learning. With this belief, *Learning to Teach* emphasizes how important research and the knowledge base is to teaching and learning, showing how ideas from research can be applied to the practical problems faced daily by teachers.

The Research-Based Side of Teaching

Much progress has been made in clarifying and organizing the knowledge base on teaching. It is important for teachers in the twenty-first century to have a command of the specialized knowledge that has accumulated over the past half-century and more. This knowledge will set them apart from the average person and provide them, as professionals, with some guarantees that they are using best practice.

Theory to Practice Connections. *Learning to Teach* works to provide readers with the theory and rationale that underlie and support specific principles and practices. Each chapter has a "Theoretical and Empirical Support" section that provides a sampling of the research that is the basis of particular practices followed by explanation of why a recommended practice or procedure works the way it does.

Research Summary Boxes. Each chapter contains a boxed "Research Summary" of an important research study pertaining to the chapter topic. The studies have been selected to illustrate not only some aspect of the knowledge base that supports the topics under discussion, but also particular modes of inquiry practiced by educational researchers. Some of the studies are more traditional empirical studies, whereas others represent contemporary qualitative approaches. Many of the studies are considered classics, and together they cover almost fifty years of educational research. Although highly compressed, these summaries are true to the investigators' methods and conclusions.

"Reading and Using Research" Resource Handbook. The "Reading and Using Research" resource handbook found at the end of the text contains a succinct guide to reading and understanding the research literature available through professional journals. This handbook provides an introduction to consuming literature—an ability any serious student of teaching must develop.

The Applied and Practical Side of Teaching

Although teaching is based on knowledge derived from educational research, it also has an important applied and practical side. The content in *Learning to Teach* has been organized to help address many of the everyday problems faced by teachers. It takes those who are learning to teach behind, instead of in front of, the teacher's desk to provide a practical and realistic view of what teaching is all about. Chapters provide concrete guidance on how to plan and conduct a variety of lessons, how to assess and evaluate student learning, and how to create and manage a productive learning environment. The organization of the text and its approach are designed to provide readers with specific understandings and skills to apply these understanding to concrete classroom situations.

NEW Chapter on Using Multiple Models and Differentiating Instruction. While *Learning to Teach* discusses various approaches and models of teaching independently in order to provide a comprehensive, research-based discussion of each, the reality is that teachers rarely use them alone but rather use several in any given lesson or unit. In this seventh edition a new chapter shows both how to use multiple models in a lesson or unit and how to differentiate instruction to support individual student learning.

Integrated Emphasis on Diversity and Inclusion. The discussion of diversity and inclusion is one that spans the entire text. It begins in Chapter 2, which was completely rewritten in the sixth edition to focus on student learning in the diverse classroom and expanded in this edition to include new discussions on social class, religious diversity, and sexual orientation. The discussion started in this chapter is continued through the rest of the text in sections that focus on student learning and diversity in relation to the topic at hand. These sections describe how teachers can adapt or differentiate their instructional practices to the wide range of abilities, diverse cultural backgrounds, and various special needs.

Enhancing Teaching with Technology Box. As more computers are found in classrooms, more instructional materials become available on CD-ROM, and the Internet becomes more and more available to students, teachers must remain abreast of these exciting and important developments. It is particularly important for new teachers to be able to step into their first classroom equipped with the knowledge and skills to use computer and telecommunication technologies. In response to this reality, each chapter contains an Enhancing Teaching with Technology feature that highlights software and other computer technologies pertaining to the particular chapter topic.

Support for Student-Learning

Learning to Teach has several features created to support learning and to help students access and learn information from the text.

- Learning Goals. Each chapter begins with Learning Goals that focus the student on key aspects of the chapter.
- Check, Extend, Explore. Each major chapter section concludes with "Check" questions to help the reader review the content covered, "Extend" questions that prompt reflection and also ask "poll questions" that the reader can respond to on the Online

- Learning Center, and "Explore" listings of related Web site topics that can be linked to through the Online Learning Center.
- Marginal Notes. Throughout the chapters, marginal notes highlight main ideas and define important concepts.
- **Summary.** Tied to the chapter-opening Learning Goals, the summary provides a point-by-point review of the chapter's content.
- Key Terms. Key terms with page references are listed at the end of each chapter. Definitions are listed in the book-ending Glossary.

Application and Interactive Opportunities

Although many aspects of teaching can be guided by the knowledge base, many others can be looked at from more than one point of view and require teacher problem solving and reflection. *Learning to Teach* includes several applied features that allow teacher candidates to reflect on important issues, compare their ideas and opinions to those of experienced teachers, and practice what they are learning.

- Reflecting On... Each chapter begins with a short scenario and series of questions
 designed to prompt readers to reflect on their own lives and classroom experiences
 to prepare them for the content to follow. Readers can respond to the questions
 through the Online Learning Center.
- Reflections from the Classroom—Case Study. Each chapter concludes with a classroom case or teaching situation that is followed by reactions to the scenario from two classroom teachers.
- Portfolio and Field Experience Activities. Organized by Learning to Teach chapters, these activities constitute a field guide that assists teacher candidates in gathering and interpreting data, examining their own experiences, and developing a professional portfolio. The activities are on the Interactive Student CD-ROM and each is matched to one or more of the INTASC principles.
- Lesson Planning Exercises and Practice Activities. The Interactive Student CD-ROM includes two types of interactive activities that were designed to help teacher candidates apply what they are learning by giving them the opportunity to plan lessons and engage in a variety of practice activities. The Lesson Planning Exercises walk the student through planning a lesson based on particular approaches to teaching. The student is given a task and the tools (background information about a real classroom, student descriptions, video clips, sample lesson plans, etc.) to complete it. Each task constitutes one step in planning a lesson based on a particular model. The standalone Practice Activities allow the student to complete an activity that a teacher would typically do.
- Portfolio Resources. Many teacher candidates today are required to have a professional portfolio. To help students with the construction of portfolios, the Portfolio and Field Experience Activities section of the Interactive Student CD-ROM includes an introduction to portfolios as well as many activities that can become portfolio artifacts. Additionally, many of the text features can guide portfolio exhibit development.
- Resources to Prepare for the Praxis IITM Exam. Today, most states require teacher preparation students to pass the Educational Testing Service's Praxis IITM Principles of Learning and Teaching Exam before they are provided an initial teaching license. This edition includes resources aimed at helping students prepare for the Praxis IITM exam using Learning to Teach. A matrix correlates topics covered on the Praxis IITM

exam with *Learning to Teach* content and activities, and both objective questions and questions based on the PraxisTM format are available on the *Interactive Student CD-ROM* for students to use for practice.

New in the Seventh Edition

As with previous editions, revisions were based on my own experience in teaching the text as well as on systematically gathered feedback from users across the country and from colleagues. Although the general goals, themes, and features of the previous editions have remained constant, many revisions have been made in response to user feedback, as well as to developments in the expanding knowledge base on teaching, significant societal changes now occurring, and new technologies that can enhance teaching. Following is a summary of the revisions made to the seventh edition:

- A new Chapter 13, "Connecting the Models and Differentiating Instruction," discusses how to use several models within a lesson or unit (including two detailed examples) and further explanation of how to differentiate instruction for individual students.
- The assessment chapter (Chapter 6) has been heavily revised to provide new and expanded coverage of the era of accountability, test-retest reliability, alternative-form reliability, split-half reliability, the teacher's role in standardized testing, using test results, test construction, alternative assessment, rubrics, and more.
- Key new coverage includes discussions on the way research is conceived and conducted, cognitive/constructivist views of teaching and learning, self-regulated learning, scaffolding, how the brain works, motivation, portfolio development for teachers, and revisions to Bloom's Taxonomy.
- Over 200 new references have been added.
- An end-of-book matrix that keys Learning to Teach topics to the INTASC standards and knowledge tested by the Praxis IITM PLT exam has been added.
- Four new video segments on Assessment and Evaluation, Diversity, Concept Teaching, and Using Multiple Models have been added to the *Teaching Methods in the Class-room* video, which is now also available in DVD format.
- Learning Goals now begin each chapter and organize the chapter summary.

Supplements

This edition of *Learning to Teach* is accompanied by a wealth of supplemental resources and learning aids for both instructors and students.

For the Instructor

- Instructor's Resource CD-ROM. The Instructor's Resource CD-ROM includes electronic versions of the Instructor's Manual and Test Bank, the EZTest computerized test bank, and PowerPoint slides.
- Teaching Methods in the Classroom. Available in VHS and DVD formats, this original video includes twelve segments that show teachers implementing the models discussed in the text as well as other important teaching processes.

- Instructor's Online Learning Center. The password-protected instructor's section of the Online Learning Center contains an electronic version of the Instructor's Manual, the PowerPoint slides, CPS content, and access to the online student resources (including PowerWeb).
- Classroom Performance System. Available on the Instructor's Online Learning Center is content to use in your Classroom Performance System. The content includes both objective quiz questions and opinion/poll questions designed to encourage discussion. Additionally, you can add your own questions-before or during class. To find out more about CPS, contact your local McGraw-Hill sales representative.
- Course Management Systems. Blackboard and WebCT Course Cartridges accompany this text. Simply adopt a McGraw-Hill textbook and, upon request, you will receive the Online Learning Center and test bank for use in your course management system. You can then customize the content as you see fit. The content is free for adopting instructors.

For the Student

- The Interactive Student CD-ROM. Free with new copies of the text, this CD-ROM contains the Lesson Planning Exercises and Practice Activities, the Portfolio and Field Experience activities, the Teachers on Teaching audio clips referenced in the text, resources for using Learning to Teach to prepare for the Praxis II™ exam, an Action Research Handbook, the Lesson Plan Builder and Bibliomaker, the student study guide with practice quizzes, and more.
- Online Learning Center at www.mhhe.com/arends7e. The Online Learning Center contains a student study guide with practice quizzes (with feedback), links to the Web sites listed throughout the text, and a means for readers to respond to the Reflecting On . . . and Extend poll questions posed in the text. Access to PowerWeb articles and news feeds is available by using the passcode card included free with new copies of the text.

Student and Instructor Feedback

As with previous editions, I encourage students to provide feedback about any and all aspects of the text. Please e-mail me at arends@ccsu.edu.

Acknowledgments

Because the field of teaching and learning is becoming so comprehensive and so complex, I have relied on colleagues to assist in writing about topics outside my own area of expertise. Outstanding contributions were made in previous editions by chapter authors Dr. Richard Jantz, Dr. Virginia Richardson, and Dr. Nancy Winitzky.

I also want to acknowledge and extend my thanks to the many co-teachers and colleagues from over the years. Drs. Hilda Borko, Sharon Castle, Shelley Ingram, Lenore Cohen, Pat Christensen, Neil Davidson, Margaret Ferrara, Paulette Lemma, Ronald Moss, Susan Seider, Carole Shmurak, Nancy Hoffman, Karen Riem, Jim Henkelman,

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I want to extend a special thanks to Dr. Sharon Castle, a colleague from George Mason University, who was the primary developer of the case exercises and practice activities on the Interactive Student CD-ROM. Dr. Castle was also responsible for much of the early development and editing of the audio and video clips.

The "Reflections from the Classroom" and "Teachers on Teaching" features are brought to life by the following classroom teachers who shared their experiences. Thank you.

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Sherrie Pardieck, Bradley University

Molly Romano, University of Arizona

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Betty Jo Simmons, Longwood University

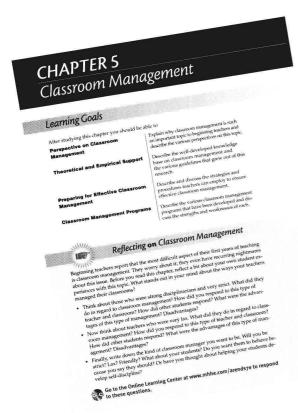
Ronald Towery, Arkansas State University

My current editor, Cara Labell, has been outstanding throughout the revision process. She has been a constant source of encouragement, support, and great ideas. She also gently pushed me along as deadlines approached and we were pressed to get the book out.

Finally, thanks to the book team whose work has supported the book's development, production, and marketing: Beth Mejia, Publisher; Allison McNamara, Senior Sponsoring Editor; Shannon Gattens and Jocelyn Arsht, Media Producers; Pamela Cooper, Executive Marketing Manager; Holly Paulsen, Project Manager; Carol Bielski, Senior Production Supervisor; Srdjan Savanovic, Designer; Ayelet Arbel, Art Editor; Natalia Peschiera; Photo Research Manager; and Louis Swaim, Senior Supplements Coordinator.

Student Guide to Learning to Teach

Welcome to the seventh edition of Learning to Teach. Join us for a walk through the text's features.



Chapter Features

The chapter features provide you with the ability to take a closer look at important content, apply what you are learning, and check your understanding of the main ideas of the chapter.

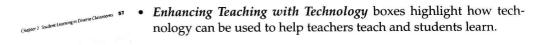
Research Summary boxes provide overview of important research related to the chapter's content.

Chapter Opening Features

The chapter-opening features are designed to prepare you for the chapter ahead.

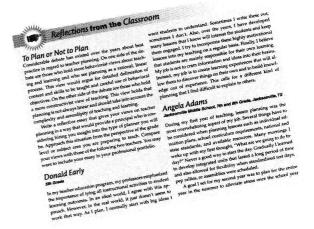
- Each chapter begins with Learning Goals to focus you on key aspects of the chapter.
- The Reflecting On... feature shares a short scenario and series of questions designed to prompt you to reflect on your own classroom experiences as related to the chapter's content.







• Reflections from the Classroom ends each chapter with a brief case study and reactions to the scenario from two classroom teachers.



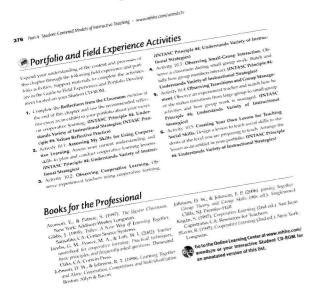
- Integrated coverage of diversity is highlighted by a special icon.
- Each major chapter section concludes with "Check" questions to help you review the content covered, "Extend" questions that prompt reflection and also ask "poll questions" that you can respond to on the Online Learning Center, and an "Explore" listing of related Web site topics that can be linked to on the Online Learning Center.
- Throughout the chapters, marginal notes highlight main ideas and define important concepts.



Chapter-Ending Features

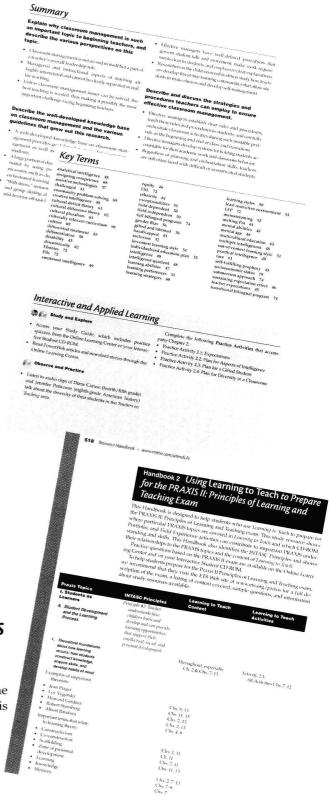
The chapter-ending features provide tools and resources for study.

- The Summary, tied to the opening learning goals, provides a point-by-point summary of the chapter's content.
- The Key Terms allows for easy review and reference of important concepts.
- The Interactive and Applied Learning feature lists the study and application resources available through the text's supplements.
- The Portfolio and Field Experience Activities lists the portfolio and field experience activities that accompany the chapter.
- Books for the Professional lists suggested titles for further reading.



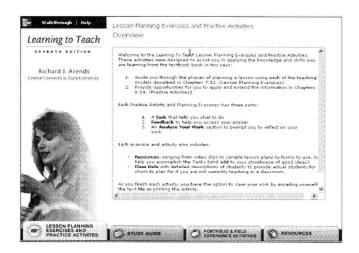
Topic Matrix: Linking Learning to Teach to the INTASC Standards and Praxis II™ PLT Exam

An end-of-book matrix keys Learning to Teach topics to the INTASC standards and knowledge tested by the Praxis IITM PLT exam.

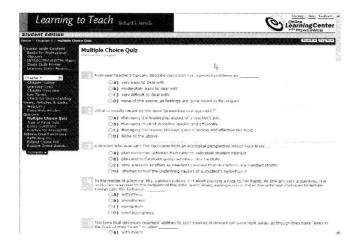


Resources for Study and Application

The *Interactive Student CD-ROM* contains Lesson Planning Exercises, Practice Activities, Portfolio and Field Experience Activities, the *Teachers on Teaching* audio clips referenced in the text, resources for using *Learning to Teach* to prepare for the Praxis IITM exam, an Action Research Handbook, the Lesson Plan Builder and *Bibliomaker*, a student study guide with practice quizzes, and more.



Online Learning Center at <u>www.mhhe.com/arends7e</u>. The Online Learning Center includes the student study guide with practice quizzes (with feedback), links to the Web sites listed throughout the text, and a means for readers to respond to the *Reflecting On . . .* and *Extend* poll questions posed in the text. Access to PowerWeb articles and news feeds is available by using the passcode card included free with new copies of the text.



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