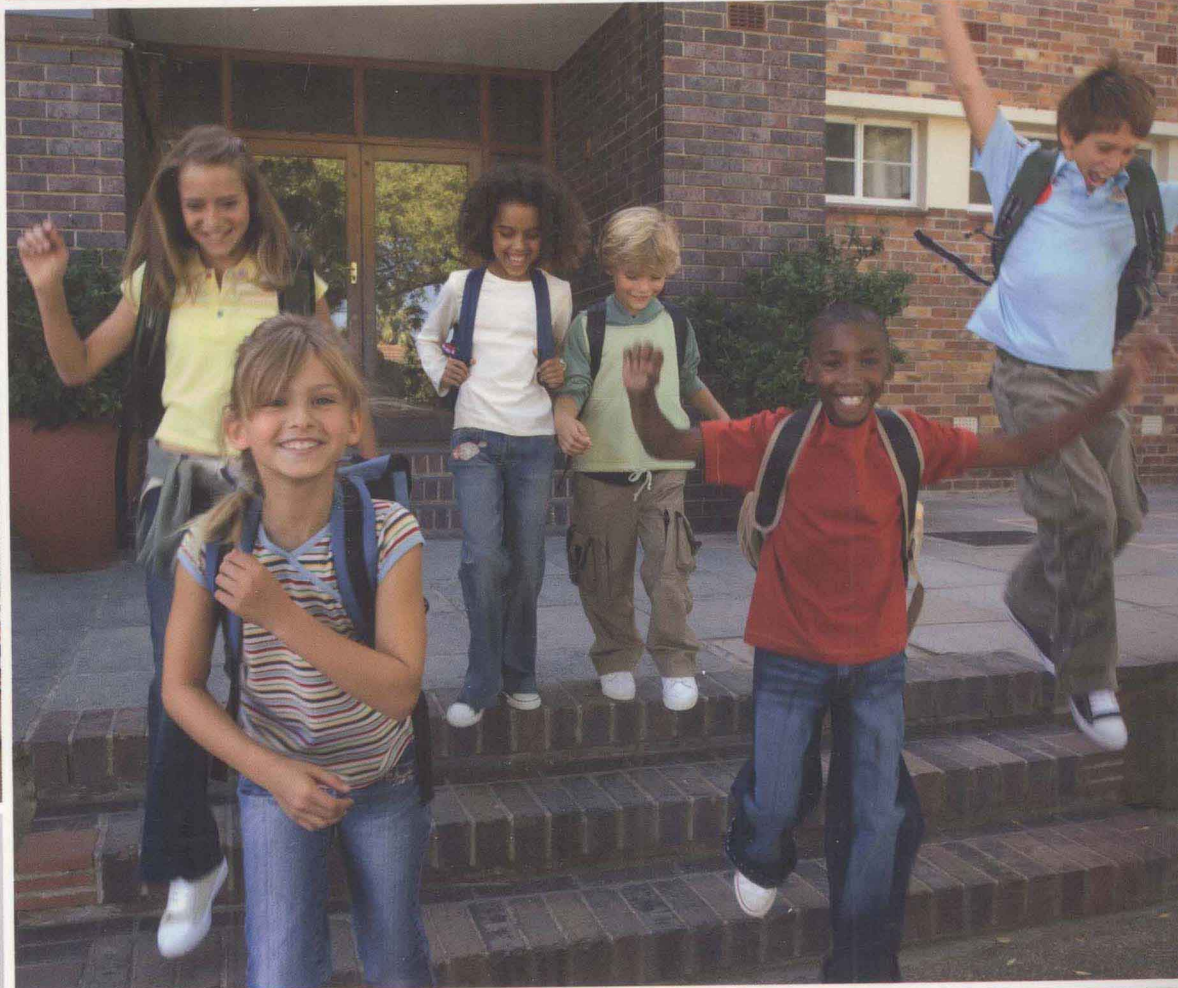
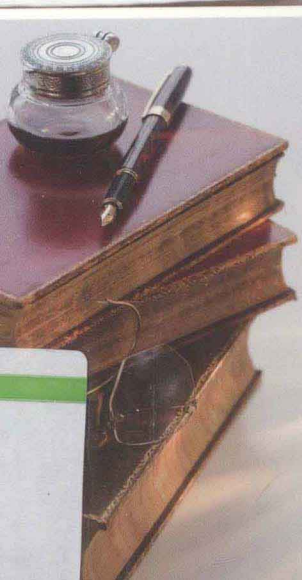
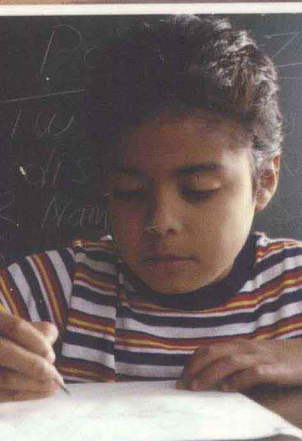
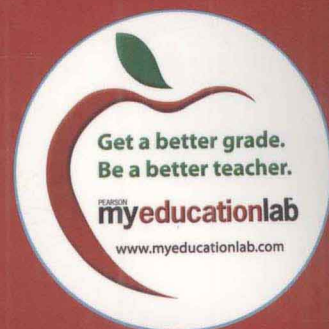


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FOUNDATIONS of *American* EDUCATION



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ARLENE METHA
K. FORBIS JORDAN

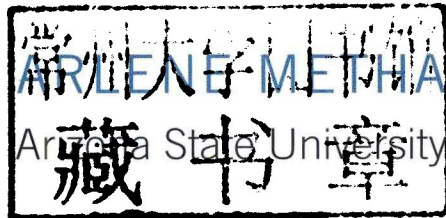


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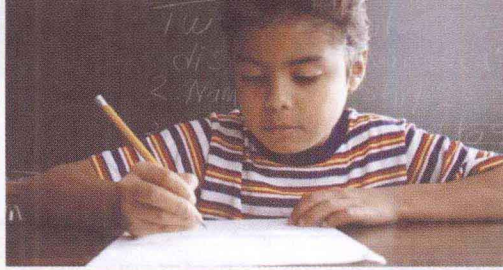
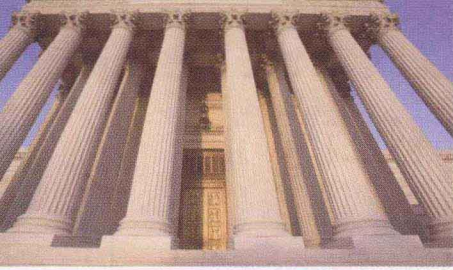


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Preface

Why is the understanding of the fundamentals of American education important to today's teachers? Explore this text for answers to this fundamental question and gain an understanding of how the evolution of education affects today's teaching and learning. Become a highly qualified teacher by connecting theory and practice, by examining the philosophical and historical roots of education as well as its current structures, and by exploring the real-life challenges facing teachers and the future of education and the teaching profession.

THE SIXTH EDITION

The sixth edition places renewed emphasis on what may well be the defining issues for educators in the twenty-first century—responding to a growing diverse and multicultural student population and to an increasingly globalized society.

The emphasis on diversity is demonstrated by icons marking diversity-related content and *Reflect on Diversity* margin notes with questions. Globalization is featured in the final chapter as a major trend influencing education in the present and the future. The sixth edition also contains a new chapter, Chapter 15, on standards and assessment that covers the major purposes and types of educational assessment and the role of assessment in standards-based education. Also new in every chapter of this edition are MyEducationLab marginal notes, which connect chapter content to a rich resource of online tools located at www.myeducationlab.com.



Understand Critical Topics in Education Today

NEW! *Reflect on Diversity* margin notes

Integrated throughout every chapter, icons highlight diversity coverage and questions encourage you to stop and reflect on the implications of chapter content for diverse learners. Readers are encouraged to answer the questions to promote individual reflection and group discussion.

Chapter 14 *Curriculum and Instruction*


Now combined, this revised chapter brings the two topics together to emphasize their relationship and to show how curriculum and instruction are interdependent.

NEW! **Chapter 15** *Standards and Assessment*

As an important part of the teaching and learning process, this new chapter highlights the major purposes and types of educational assessment and the role of assessment in standards-based education.

Chapter 16 *The Future of Education in a Global Society*

This revised chapter focuses on current educational trends, including globalization, changing demographics, and the usefulness of educational technology.



Reflect on Diversity
What factors might account for the decrease in the number of male teachers?

Read, Think About, and Respond to Current Educational Issues

ABC News and Video Insight feature

Five new videos have been added for a total of nine to connect chapter content to current and controversial issues in education. The videos are now available on MyEducationLab at www.myeducationlab.com. See page xxi for a description of each ABC News video.

VIDEO INSIGHT

Teacher Shortage: Alternative Certification

This ABC News video introduces the issue of providing alternative routes to teacher certification as a strategy to meet the current and projected teacher shortage. The focus in this short video is on the benefits of attracting second-career individuals into teaching. What is left out are the concerns many educators have about these programs.

1. What do you see as the major concerns about trying to prepare individuals to enter the classroom in such an abbreviated time frame?
2. What are some alternative strategies that might be used to attract qualified individuals to the teaching profession?
3. Why have they not gained in popularity as has alternative certification?

Go to MyEducationLab, select the topic *The Teaching Profession*, then *Activities and Applications* to view the video *Teacher Shortage: Alternative Certification*.

Controversial Issue feature

Consider your values and beliefs as you read about and reflect on controversial school issues, complete with *for* and *against* statements for your consideration. Controversial issues are found in Chapters 1–3, 6–8, 10, and 12–16.

CONTROVERSIAL ISSUE

Individual Performance-Based Pay

Several reform reports have advocated performance-based pay for teachers. Performance-based pay requires part or all of a teacher's pay to be based on student performance. However, although the public supports the practice, teachers as a whole do not support performance-based pay. The reasons often given in favor of or against individual performance-based pay are as follows:

Reasons For

1. Such pay would reward good teachers and provide the incentive for them to stay in education.
2. The public would be more willing to support the schools if they knew that teachers were paid according to performance.
3. Rewarding performance is consistent with the standard applied to other workers and professions.
4. Teachers would be encouraged to improve their performance and students would be the beneficiaries.

Reasons Against

1. There is little agreement about what is good teaching or how it should be evaluated.
2. Evaluation systems are often subjective and potentially inequitable.
3. Student performance is subject to too many variables beyond the control of the school.
4. The contribution of one teacher to a student's performance is difficult to determine with any accuracy—or at least with the accuracy necessary to justify differential pay.

Why do you oppose or favor performance-based pay? Are you familiar with a school system where such pay is in operation? What effect has it had on education in that system?

Reflect on How the Past Influences Education Today

Ask Yourself feature

Encourages readers to think critically about and make the connection between the content being discussed and their future teaching practice. This is a great tool for readers as they develop their personal educational philosophy. This feature is found in Chapters 1, 3–5, 9, 11, 13, 14, and 16.

ASK YOURSELF

Do I Want to Be a Teacher?

1. What reasons do you have for wanting to teach? Are they all negative (e.g., because the schools are oppressive, or because you need a job and working as a teacher is more respectable than working as a cab driver or salesperson)? What are the positive reasons for wanting to teach? Is there any pleasure to be gained from teaching? Knowledge? Power?
2. Why do you want to spend so much time with young people? Do you feel more comfortable with children? Have you spent much time with children recently, or are you mostly fantasizing about how they would behave? Are you afraid of adults? Intimidated by adult company? Fed up with the competition and coldness of business and the university?
3. What do you want from the children? Do you want them to do well on tests? Learn particular subject matter? Like one another? Like you? How much do you need to have students like you? Are you afraid to criticize them or set limits on their behavior because they might be angry with you? Do you consider yourself one of the kids? Is there any difference in your mind between your role and that of your prospective students?
4. What do you know that you can teach or share with your students?
5. With what age youngster do you feel the greatest affinity or are you most comfortable with?
6. Do you have any gender-based motives for wanting to work with young people? Do you want to enable them to become the boy or girl you could never be? For example, to free the girls of the image of pretentiousness and quietness and encourage them to run and fight, mess about with science, and get lost in the abstraction of math? Or to encourage boys to write poetry, play with dolls, let their fantasies come out, and not feel abnormal if they enjoy reading, acting, or listening to music?
7. What kind of young people do you want to work with?
8. What kind of school should you teach in?
9. How comfortable would you be teaching in a multiracial or multicultural setting? Do you feel capable of working with a culturally diverse student population?

Source: Kohl, 1976.

Historical Note feature

Familiarizes readers with key individuals and hallmark educational developments in the history of education. Located in every chapter, the feature encourages readers to reflect on the contribution of these historical topics or individuals.

HISTORICAL NOTE

The Columbian School: The First Formal Teacher Training Institution

Most histories of education identify the Columbian School at Concord, Vermont, established by the Reverend (Samuel) Hall in 1823, as the first formal teacher training institution in the United States. Hall had gone to Concord as a supply (temporary) pastor in 1822 and in the first year observed the poor condition of the schools and came to believe that better teachers were central to any school improvement. When he accepted the postulate in 1823 he did so with the stipulation that he be allowed to open a school to train teachers. Beginning in the unused part of a store, the school soon moved to a new brick building provided by the town.

At the Columbian School, Hall offered a review of the subjects taught in the common (elementary) school, plus advanced mathematics, chemistry, natural and moral philosophy, logic, astronomy, and the "art of teaching." In 1829 Hall published the first professional textbook on teacher education in the English language, *Lectures on Schoolkeeping*. A partial chapter outline of the book was as follows:

Chapter III. Requisite qualifications of teachers.

Chapter IV. Nature of the teacher's employment. Responsibility of the teacher. Importance of realizing and understanding it.

Chapter V. Gaining the confidence of the school. Means of gaining it. The instructor should be willing to spend all his time when it can be rendered beneficial to the school.

Chapter VI. Government of a school. Prerequisites. Manner of treating scholars. Uniformity in government. Firmness.

Chapter VII. Government, continued. Partiality. Regard to the future as well as the present welfare of the scholars. Mode of intercourse between teacher and scholars, and between scholars. Punishments. Rewards.

Chapter VIII. General management of a school. Direction of duties.

Chapter IX. Mode of teaching. Manner of illustrating subjects. Spelling. Reading.

Chapter X. Arithmetic. Geography. English Grammar. Writing. History.

Chapter XI. Composition. General subjects, not particularly studies. Importance of improving opportunities when deep impressions are made on the minds of the school.

Chapter XII. Means of exciting the attention of scholars. Such as are to be avoided. Such as are safely used.

Chapter XIII. To female instructors.

Source: Outline from *Lectures on schoolkeeping* by Samuel R. Hall from Cubberly, E. P. (1934). *Readings in public education in the United States* (pp. 324–325). New York: Houghton Mifflin.

For Your Reflection and Analysis margin notes

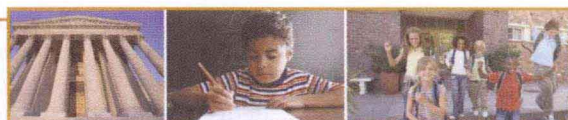
Encourage readers to stop, think critically, and reflect on chapter content, connect it to their own thinking and beliefs, and then consider their responses. Located in every chapter, these questions help readers learn and practice reflection now and throughout their teaching careers. Readers are encouraged to answer the questions to promote reflection and group discussion.

For Your Reflection and Analysis

Do you believe that teachers are “born not made”? In your experience as a student have you been exposed to teachers who were “artists” in the classroom?

Chapter Opening Vignettes

Each chapter begins with a vignette featuring real education-related cases followed by a series of reflection questions that connect the vignette to the broader foundations of education.



STATUS OF THE PROFESSION

Dr. Flynn enters the room of a patient who was recently admitted to University Hospital complaining of severe abdominal pain. Several interns follow Dr. Flynn to the patient's bedside. Dr. Flynn begins to ask the patient a series of questions. After the patient responds, Dr. Flynn turns to one of the interns and asks for a diagnosis. The intern gives a diagnosis. Dr. Flynn follows with a series of questions related to the basis for the diagnosis and possible treatment.

The ABC Corporation has just initiated a new data management plan. All middle managers have been told to report to the conference room at 9:30 a.m. on Monday. Upon arrival, the director of human resources introduces Ms. Dominguez from Data Resources, the retailer of the software supporting the new data management plan. Ms. Dominguez distributes a packet of materials and spends the remainder of the day with the managers, reviewing the materials in the packet, presenting

additional information using a computer presentation platform, and showing a video related to the data management plan.

Mr. Pell stops at Amy Black's desk and answers a question. He moves to the desk of another student, observes the student writing in a workbook, points to something the student has written, and then, in a low voice, tells the student that the response is not correct and explains why. He continues around the room, stopping at almost every desk to make some remark. After about 10 minutes he goes to the front of the room and says, “Class, it appears that several people are having problems with this assignment. Let's review how to divide one fraction by another fraction.” Mr. Pell walks to the blackboard and begins to speak.

Which of these individuals—Dr. Flynn, Ms. Dominguez, or Mr. Pell—is a teacher? Why? What defines the act of teaching?

Prepares Teachers to Become Professionals

Prepare for Your Licensure Examination

Located at the end of every chapter, this case-study activity provides opportunities to assess reader knowledge of chapter content in realistic case studies similar to those found in the Praxis II Principles of Learning and Teaching examination.

Develop Your Portfolio

Incorporating the INTASC standards, these end-of-chapter activities serve as a guide as readers begin to develop materials to include in their professional portfolio. These activities involve readers in a range of activities such as how to begin to develop a personal philosophy of education and by visiting Web sites of professional organizations.

INTASC Correlation Matrix

Found on the inside front and back covers, this helpful matrix connects chapter content to the INTASC standards for easy reference.

Supplemental Materials for the Instructor

The following instructor supplements can be accessed at our Instructor Resource Center located at www.pearsonhighered.com.

Online Instructor's Manual and Test Bank

This manual provides concrete suggestions to actively involve students in learning and to promote interactive teaching using MyEducationLab, PowerPoint presentations, and ABC News videos. Each chapter contains chapter outlines, student objectives, lecture and discussion guides, extended projects and assignments, and an instructional media guide. The test bank includes multiple-choice, true/false, and essay questions.

Computerized Test Bank

This software gives instructors electronic access to the test questions printed in the Online Instructor's Manual and allows them to create and customize exams on their computer. The software is available for Macintosh and Windows users.

Online PowerPoint Slides

Designed as an instructional tool, the PowerPoint presentations for each chapter can be used to present and elaborate on chapter content.



MyEducationLab

Your Class. Your Career. Everyone's Future

“Teacher educators who are developing pedagogies for the analysis of teaching and learning contend that analyzing teaching artifacts has three advantages: it enables new teachers time for reflection while still using the real materials of practice; it provides new teachers with experience thinking about and approaching the complexity of the classroom; and in some cases, it can help new teachers and teacher educators develop a shared understanding and common language about teaching. . . .”¹

As Linda Darling-Hammond and her colleagues point out, grounding teacher education in real classrooms—among real teachers and students and among actual examples of students’ and teachers’ work—is an important, and perhaps even an essential, part of training teachers for the complexities of teaching today’s students in today’s classrooms. A collaborative effort among numerous authors and editors at Merrill Education has led to the creation of a Web site that provides instructors and students with the context of real classrooms and artifacts that research on teacher education tells us is so important. Through authentic in-class video footage, interactive activities, examples of authentic teacher and student work, and more, **MyEducationLab** is a uniquely valuable teacher education tool.

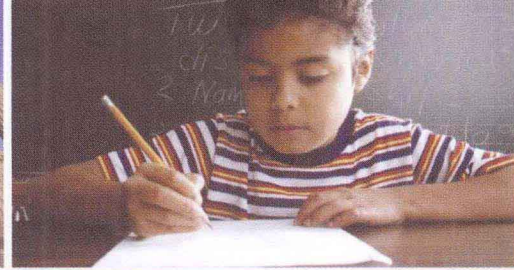
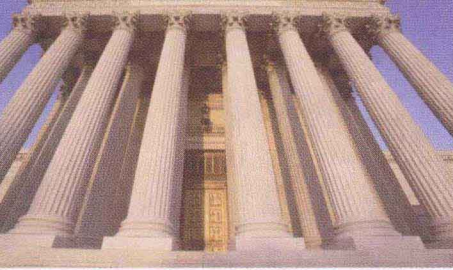
MyEducationLab is easy to use! Wherever the MyEducationLab logo appears in the margins or elsewhere in the text, readers can follow the simple link instructions to access the MyEducationLab resource that corresponds with the chapter content. The ABC News videos introduced in the book’s *Video Insight* feature can be found on MyEducationLab. In addition, the Resources section will help you prepare for your licensure exam and your career with tools that include a lesson plan and portfolio builder, sample licensure test questions, and links to the state and national teaching standards.

¹Darling-Hammond, L., & Bransford, J. (Eds.). (2005). *Preparing Teachers for a Changing World*. San Francisco: John Wiley & Sons.

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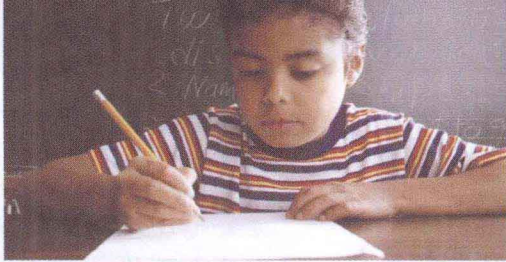
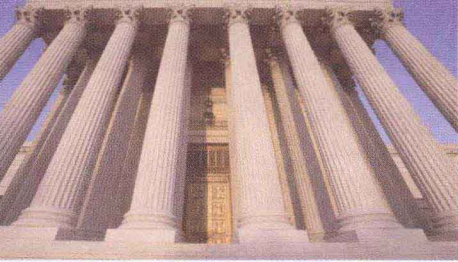
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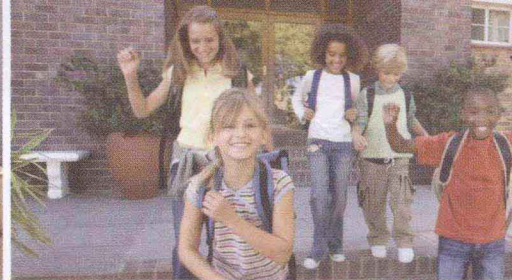
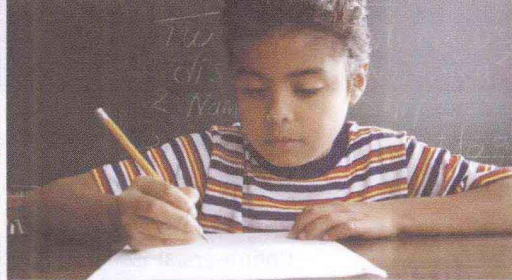
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