introduction to teaching

BECOMING A PROFESSIONAL

fourth edition

DON KAUCHAK
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The Power of Classroom Practice
myeducationlab
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BECOMING A PROFESSIONAL

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藏书章

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Welcome to the 4th Edition!

This fourth edition of *Introduction to Teaching: Becoming a Professional* continues to introduce beginning education students to the real world of teachers, students, classrooms, and schools through *integrated cases*. This case-based approach maximizes student understanding of new concepts by providing concrete frames of reference throughout each chapter. As in the first three editions, this text continues to highlight the importance of *diversity* and adapting teaching to meet the needs of diverse students. This fourth edition also emphasizes the challenges and rewards of *teaching in urban settings*. This emphasis on understanding the realities of today's students, teachers, classrooms, and schools helps readers answer two fundamental questions:

- Do I want to become a teacher?
- What kind of teacher do I want to become?

A Case-Based Approach

The book introduces readers to the real world of teaching through the use of case studies woven throughout the book. These compelling classroom snapshots help the reader understand new educational concepts by connecting them to the real world of classrooms and schools. Each chapter begins with a case that provides the framework for the discussion that follows. Cases and vignettes are integrated throughout every chapter to provide concrete frames of reference for educational concepts.

New to This Edition!

To help students make critical, personal decisions about becoming professional educators, the fourth edition actively involves students in the decision-making process, helping them to develop their professional teaching identities. With strong coverage of diversity and other hot topics and issues in education today, the fourth edition introduces the following:

- *Chapter 5, Student Diversity: Development, Ability, and Exceptionalities*—This new chapter explains how developmental differences affect teachers as well as students. It also connects developmental differences to ability differences and exceptionalities.
- *Chapter 14, Assessment, Standards, and Accountability*—Students explore a comprehensive and current overview of the issues surrounding these important topics.
- *Teaching in Urban Environments*—Expanded to provide more coverage on this important topic, this integrated discussion introduces students to the challenges and rewards of teaching in urban settings and how effective teachers adapt their teaching to meet the needs of students in urban classrooms.
- *Integrated discussion of technology in every chapter*—Students can now view technology as an integrated piece of the instructional and learning process rather than as a separate entity.
- *Five new ABC News videos*—Linked to MyEducationLab, a total of ten videos allows students to explore current issues in education today such as bilingual education, NCLB, diversity, zero tolerance policies and more! (Chapters 1–6, 9, and 10).
- *Coverage of current topics*—The fourth edition discusses current topics that affect education today, including 21st century skills, merit/performance pay,

cyber bullying, the middle school grade dilemma, urban mayoral takeovers, technology access issues, President Obama's plans for education, and more!

- *MyEducationLab*—This online resource offers ready-made assignments and activities set in the context of real classrooms. Fully integrated within the text, it provides opportunities for reflection and practice in an easy-to-assign format. MyEducationLab for this text includes:
  - *Learning Outcomes*—Each topic of MyEducationLab connects intended learning outcomes to INTASC standards.
  - *Building Teaching Skills and Dispositions*—Students can practice and strengthen skills that are essential to teaching. Students are first presented with a core skill, given an opportunity to practice the skill multiple times, and then critically analyze the skill.
  - *Assignments and Activities*—These assignable exercises present content in an active format and provide questions that probe student understanding of a concept or strategy.
  - *Teacher Talk*—Each chapter begins with a Teacher of the Year feature that invites students to go to MyEducationLab to watch these exemplary teachers in their classrooms as they describe their personal reasons for why they teach and what teaching means to them.
  - *Book Specific Resources*—These resources are unique to this book and include:
    - **Study Plan Quiz with Review, Practice and Enrichment**—Includes multiple-choice assessments tied to chapter objectives. Chapter-specific study plans offer multiple opportunities to master course content fully.
    - **Exploring Diversity**—An extension of the book, this feature provides assignable questions to promote student reflection on important diversity issues and their implications for today's classrooms.
    - **Taking a Stand in an Era of Reform**—This popular text feature introduces and explores current reform issues. Through MyEducationLab assignments, the student is encouraged to develop a personal stance on important reform issues and consider their impact on future practice. These reflections can be submitted as assignments or printed for use in a professional portfolio.
    - **Online Portfolio Activites**—Located on MyEducationLab, these activities are connected to INTASC Standards and encourage readers to evaluate their own professional growth. Activities include visiting the websites of professional organizations, beginning work on their philosophy of education, as well as connecting with local districts and state offices of education.

Text Themes

The fourth edition highlights the following themes: Professionalism, Diversity, and Decision Making. You will find the themes integrated into every chapter to provide students with a comprehensive guide to teaching in today's classrooms.

PROFESSIONALISM

Professionalism strongly emphasizes the importance of understanding classroom contexts in the process of becoming a professional. It also emphasizes the ability to use this knowledge to make decisions in complex and ill-defined situations. Students explore what it means to

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be a professional teacher and apply this understanding to their own careers through the following chapter features:

- *This I Believe*—Students are encouraged to assess their personal beliefs about critical issues in education.
- *Taking a Stand in an Era of Reform*—Students learn about current reform issues and determine their stance on these important topics through assignments available on this text's online resource—MyEducationLab.
- *Decision-Making: Defining Yourself as a Professional*—This feature allows students to decide how to handle a situation related to chapter content and consider its implications for their development as professional educators.
- *Exploring Diversity*—This feature promotes student reflection on important diversity issues and how those issues affect classrooms, and is accompanied by MyEducationLab assignments.
- ***NEW!*** *MyEducationLab*—Applying content to exercises and activities on this text's online resource gives students the opportunity to develop as a professional educator and experience the situations that teachers experience in today's classrooms.

Taking a Stand in an Era of Reform

Grade Retention

Our schools are organized to expose students to increasingly complex ideas as they develop, so children progress from grade to grade as they grow older. But what happens when a student isn't ready for or doesn't master course content at a specific grade level?

Recently, schools have shown an increased interest in **grade retention**, the practice of requiring students to repeat a grade if they don't meet certain criteria (Van Horn, 2008). An important plank in many reform efforts is the elimination of "social promotion," promoting low-achieving students to the next grade so they can be with their age-similar peers.

Grade retention is not new, but its popularity as a reform tool has grown recently; in the 2000–2001 school year, for example, more than 1 of 10 Texas third graders were retained (Bali, Anagnostopoulos, & Roberts, 2005). In 2005, seven other states linked retention to test scores, typically in grades 3, 5, and 8, and Florida considered grade retention policies based on test scores for all grade levels (Richard, 2005).

A variation on grade retention involves delaying kindergarten entry for children whose birthdays are near the cutoff date or who are developmentally immature. Advocates suggest that giving students, and especially boys, an extra year to develop increases chances for success and minimizes the risk of failure from developmental lags.

THE ISSUE

Proponents of grade retention argue that retaining students in a grade until they've acquired the knowledge and skills for that level makes sense (Greene & Winters, 2006). For example, allowing students to move from the fourth to the fifth grade when they haven't mastered the content and skills expected of typical fourth graders is counterproductive, because students are less likely to succeed in the fifth grade. Spending a second year in a grade gives learners another chance to acquire the necessary understanding and skills and sends the message that schoolwork is important.

Opponents of grade retention argue that holding students back doesn't improve their academic performance, and they further argue that the costs outweigh any benefits that might result (Eide & Goldhaber, 2005). Critics point to studies indicating that students retained in grade perform lower on subsequent achievement tests than their nonretained classmates, and they are also more likely to later drop out of school (Holmes, 2006; Jimerson, Pletcher, & Graydon, 2006). Opponents note that school dropouts are 5 times more likely to have repeated a grade than students who complete high school and that the probability of dropping out for students who repeat two grades is nearly 100 percent. In addition, minorities and students from low-income families are much more likely to be retained than are their White, wealthier counterparts (Anagnostopoulos, 2006).

Similar reservations apply to holding children back for kindergarten. Research indicates that this practice results in few advantages and even some disadvantages (Berk, 2010). Delayed students perform no better academically, and they actually experience more behavioral problems than students who aren't held back.

Opponents also argue that grade retention causes emotional problems. In one study, children reported that the prospect of repeating a grade was more stressful than "wetting in class" or being caught stealing. Going blind and losing a parent were the only two life events that children felt were more stressful than being retained (Shepard & Smith, 1990). Opponents note that the psychological effects of grade retention are especially acute in adolescence, where physical size differences and peer awareness exacerbate the problem (Jimerson et al., 2006).

Finally, opponents suggest that better alternatives to social promotion are available (Van Horn, 2008). For example, before- and after-school tutoring, summer school programs with reduced class sizes, instructional aides who work with low-achieving children, and peer tutoring are all possibilities. Each is less expensive than the thousands of dollars spent on having children repeat what they have already experienced, and students in these alternative programs are more likely to meet standards than those who have repeated grades (Jimerson et al., 2006).

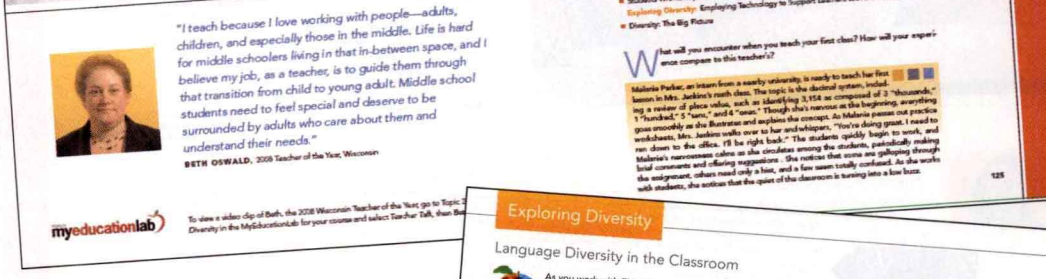
This discussion addresses the second item on our *This I Believe* feature, "Retaining students in a grade is the most effective intervention for those who fail to master the content in a particular grade level." As you see, experts disagree, and you now have the opportunity to weigh in on the issue.

YOU TAKE A STAND

It's your turn to take a position on the issue. Given the information you've studied here and any experience you've had with grade retention, decide whether grade retention is beneficial to students or whether other alternatives would be more effective.

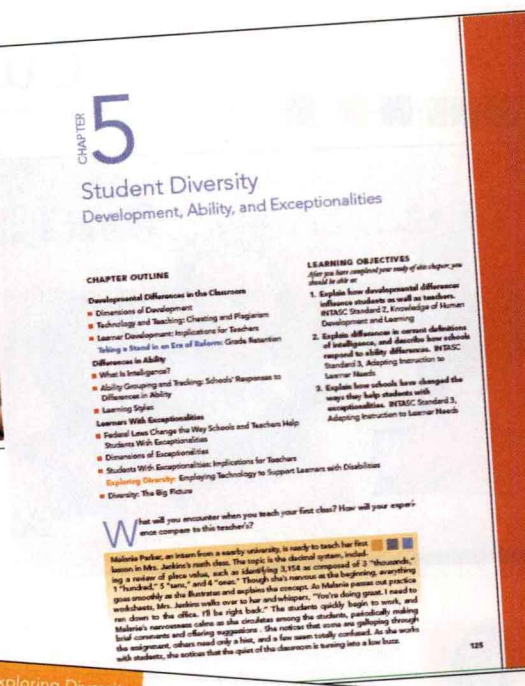
myeducationlab To explore both sides of this issue and take a stand, go to the *Book Specific Resources* section in the MyEducationLab for your course, select your text, and then select *Taking a Stand in an Era of Reform* for Chapter 5.

ISSUES IN EDUCATION


"I teach because I love working with people—adults, children, and especially those in the middle. Life is hard for middle schoolers living in that in-between space, and I believe my job, as a teacher, is to guide them through that transition from child to young adult. Middle school students need to feel special and deserve to be surrounded by adults who care about them and understand their needs."

BETH OSWALD, 2008 Teacher of the Year, Wisconsin

myeducationlab To view a video clip of Beth, the 2008 Wisconsin Teacher of the Year, go to Topic 3: Diversity in the MyEducationLab for your course and select Teacher Talk, then Beth.


CHAPTER 5

Student Diversity

Development, Ability, and Exceptionalities

CHAPTER OUTLINE

Developmental Differences in the Classroom
- Dimensions of Development
- Technology and Teaching: Cheating and Plagiarism
- Learner Development: Implications for Teachers
- Taking a Stand in an Era of Reform: Grade Retention

Differences in Ability
- What Is Intelligence?
- Ability Grouping and Tracking: Schools' Responses to Differences in Ability
- Learning Styles

Learners With Exceptionalities
- Federal Laws Change the Way Schools and Teachers Help Students With Exceptionalities
- Dimensions of Exceptionalities
- Students With Exceptionalities: Implications for Teachers
- Exploring Diversity: Employing Technology to Support Learners with Disabilities
- Diversity: The Big Picture

LEARNING OBJECTIVES

After you have completed your study of this chapter, you should be able to:

1. Explain how developmental differences influence students as well as teachers. INTASC Standard 2, Knowledge of Human Development and Learning
2. Explain differences in current definitions of intelligence, and describe how schools respond to ability differences. INTASC Standard 3, Adapting Instruction to Learner Needs
3. Explain how schools have changed the ways they help students with exceptionalities. INTASC Standard 3, Adapting Instruction to Learner Needs

What will you encounter when you teach your first class? How will your experience compare to this teacher's?

Melanie Parker, an intern from a nearby university, is ready to teach her first lesson in Mrs. Jenkins's math class. The topic is the decimal system, including a review of place value, such as identifying 3,154 as composed of 3 "thousands," 1 "hundred," 5 "tens," and 4 "ones." Though she's nervous at the beginning, everything goes smoothly as she illustrates and explains the concept. As Melanie passes out practice worksheets, Mrs. Jenkins walks over to her and whispers, "You're doing great. I need to run down to the office. I'll be right back." The students quickly begin to work, and Melanie's nervousness calms as she circulates among the students, periodically making brief comments and offering suggestions. She notices that some are galloping through the assignment, others need only a hint, and a few seem totally confused. As she works with students, she notices that the quiet of the classroom is turning into a low buzz.

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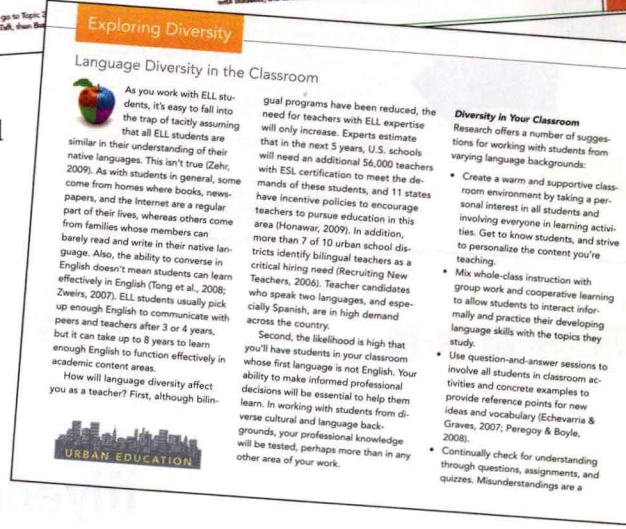

Exploring Diversity

Language Diversity in the Classroom

As you work with ELL students, it's easy to fall into the trap of tacitly assuming that all ELL students are similar in their understanding of their native languages. This isn't true (Zehr, 2009). As with students in general, some come from homes where books, newspapers, and the Internet are a regular part of their lives, whereas others come from families whose members can barely read and write in their native language. Also, the ability to converse in English doesn't mean students can learn effectively in English (Tong et al., 2008; Zweirs, 2007). ELL students usually pick up enough English to communicate with peers and teachers after 3 or 4 years, but it can take up to 8 years to learn enough English to function effectively in academic content areas.

How will language diversity affect you as a teacher? First, although bilingual programs have been reduced, the need for teachers with ELL expertise will only increase. Experts estimate that in the next 5 years, U.S. schools will need an additional 56,000 teachers with ESL certification to meet the demands of these students, and 11 states have incentive policies to encourage teachers to pursue education in this area (Honawar, 2009). In addition, more than 7 of 10 urban school districts identify bilingual teachers as a critical hiring need (Recruiting New Teachers, 2006). Teacher candidates who speak two languages, and especially Spanish, are in high demand across the country.

Second, the likelihood is high that you'll have students in your classroom whose first language is not English. Your ability to make informed professional decisions will be essential to help them learn. In working with students from diverse cultural and language backgrounds, your professional knowledge will be tested, perhaps more than in any other area of your work.

URBAN EDUCATION

Diversity in Your Classroom

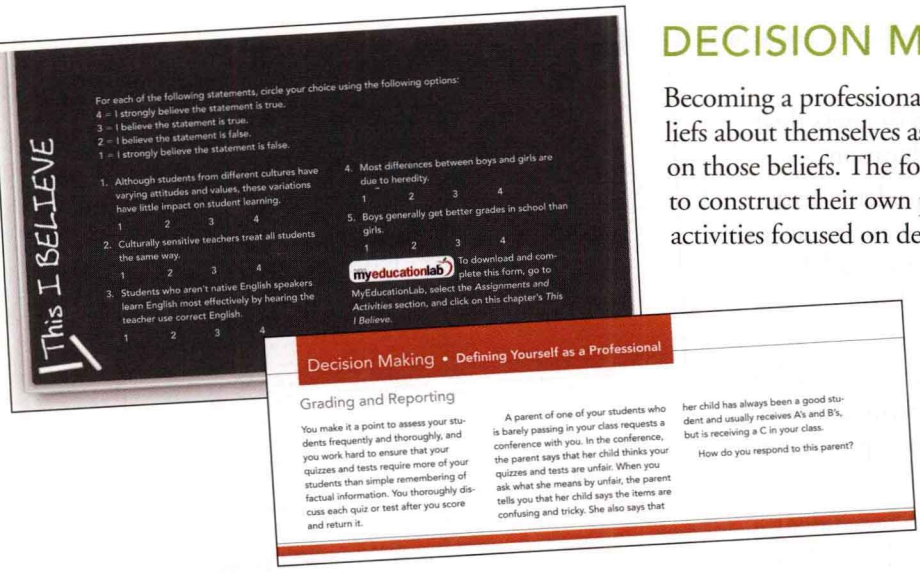
Research offers a number of suggestions for working with students from varying language backgrounds:

- Create a warm and supportive classroom environment by taking a personal interest in all students and involving everyone in learning activities. Get to know students, and strive to personalize the content you're teaching.
- Mix whole-class instruction with group work and cooperative learning to allow students to interact informally and practice their developing language skills with the topics they study.
- Use question-and-answer sessions to involve all students in classroom activities and concrete examples to provide reference points for new ideas and vocabulary (Echevarria & Graves, 2007; Peregoy & Boyle, 2008).
- Continually check for understanding through questions, assignments, and quizzes. Misunderstandings are a

DIVERSITY

Culture, language, ability differences, gender, development, and exceptionalities are just some of the areas of diversity that require understanding and the ability to adapt classroom practices to maximize student learning. Readers explore today's diverse classrooms and their implications for classroom teaching through:

- *Three Chapters on Diversity:*
  - *Chapter 3, Changes in American Society: Their Influences on Today's Students*
  - *Chapter 4, Student Diversity: Culture, Language, and Gender*
  - **NEW!** *Chapter 5, Student Diversity: Development, Ability, and Exceptionalities.*
- *Teaching in Urban Environments* chapter discussions
- *Exploring Diversity* features found in every chapter

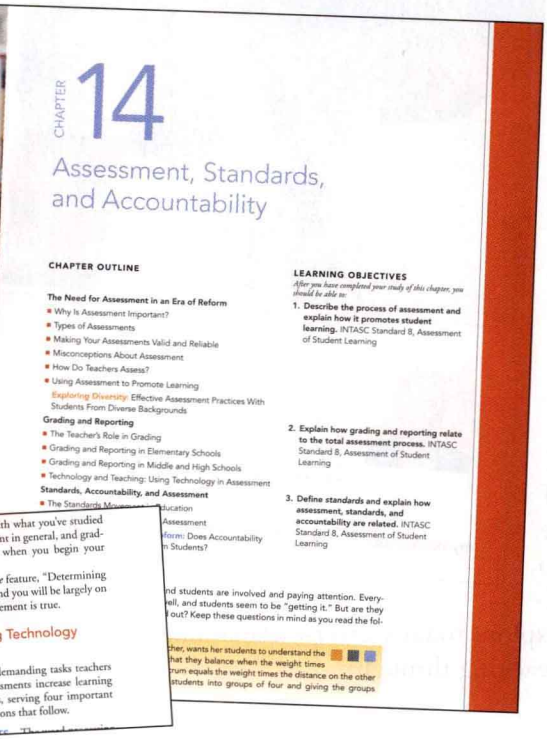


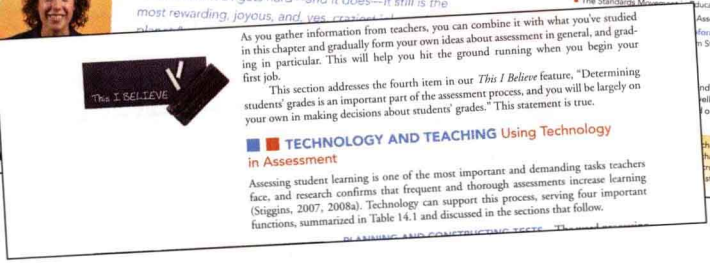
DECISION MAKING

Becoming a professional requires teachers continually to examine their beliefs about themselves as well as their students and make decisions based on those beliefs. The fourth edition provides students with opportunities to construct their own personal, professional identities through interactive activities focused on decision making. The following features, found in every chapter, immerse students in professional decision making:

- *This I Believe*
- *Taking a Stand in an Era of Reform*
- *Exploring Diversity*
- *Decision Making: Defining Yourself as a Professional*

Understand and Learn About Current Issues in Education Today





- **NEW!** *Chapter 14, Assessment, Standards, and Accountability*
- **NEW!** Integrated discussion of technology in every chapter
- **NEW!** *Coverage of current topics:* 21st century skills, merit/performance pay, cyber bullying, middle school grade dilemma, urban mayoral takeovers, technology access issues, President Barack Obama's plan for education, and more!
- *Taking a Stand in an Era of Reform*
- *Teaching in Urban Environments* chapter discussions
- *ABC News videos*

MyEducationLab

THE POWER OF CLASSROOM PRACTICE

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"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 essential, part of preparing teachers for the complexities of teaching in today's classrooms. For this reason, we have created a valuable, time-saving website—MyEducationLab—that provides you with glimpses of real classrooms that research on teacher education tells us is so important for professional development. The authentic in-class video footage, interactive skill-building exercises and other resources available on MyEducationLab offer you a uniquely valuable teacher education tool.

Instructors will find MyEducationLab easy to use and integrate into courses and assignments. Wherever you see the MyEducationLab logo in the margins or elsewhere in the text, follow the simple instructions to access videos, strategies, cases, and artifacts connected to assignments, activities, and learning units on MyEducationLab. MyEducationLab is organized topically to enhance the coverage of core concepts discussed in the chapters of your book. For each topic on the course you will find the following resources:

Connection to National Standards

Now it is easier than ever to see how your coursework is connected to national standards. In each topic of MyEducationLab you will find intended learning outcomes connected to the appropriate national standards for your course. All of the Assignments and Activities and all of the Building Teaching Skills and Dispositions in MyEducationLab are mapped to corresponding national standards and learning outcomes.

Assignments and Activities

Designed to save instructors preparation time, these assignable exercises show concepts in action through video, cases, and student and teacher artifacts and then provide thought-provoking questions that probe student understanding of these concepts or strategies. (Feedback for these assignments is available to instructors.)

Building Teaching Skills and Dispositions

These learning units help students practice and strengthen skills that are essential to quality teaching. Students are first presented with the core skill or concept and then given an opportunity to develop their understanding of this concept by watching video footage or interacting with other media and then critically analyzing the strategy or skill in classroom contexts.

IRIS Center Resources

The IRIS Center at Vanderbilt University (http://iris.peabody.vanderbilt.edu)—funded by the U.S. Department of Education's Office of Special Education Programs OSEP—develops training enhancement materials for pre-service and in-service teachers. The Center works with experts from across the country to create challenge-based interactive modules, case study units, and podcasts that provide research-validated information about working with students in inclusive settings. This text's MyEducationLab course integrates this information to enhance the content coverage in your book.

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

Teacher Talk

Each chapter in the fourth edition introduces a Teacher of the Year on the first page. Students can go to MyEducationLab to watch exceptional teachers from across the country discussing their classrooms as well as their personal stories of why they teach. This National Teacher of the Year Program is sponsored by the Council of Chief State School Officers (CCSSO) and focuses public attention on teaching excellence.

General Resources on Your MyEducationLab Course

The *Resources* section on your MyEducationLab course is designed to help your students pass their licensure exam, put together an effective portfolio, develop lesson plans, prepare for and navigate their first year of teaching, and understand key educational standards, policies, and laws. This section includes:

- *Licensure Exams*: Students can access guidelines for passing the Praxis exam, as well as state-specific tests. The *Practice Test Exam* includes practice questions, *Case Histories*, and *Video Case Studies*.
- *Portfolio Builder and Lesson Plan Builder*: Students can create, update, and share portfolios and lesson plans.
- *Preparing a Portfolio*: Students can access guidelines for creating a high-quality teaching portfolio that will allow them to document their growth as professional educators.
- *Licensure and Standards*: Links to state licensure standards and national standards provide a helpful reference resource.
- *Beginning Your Career*: Students can explore valuable information, advice and access tips on the following:
  - Resume Writing and Interviewing: Expert advice on how to write effective resumes and prepare for job interviews.
  - Your First Year of Teaching: Practical tips on how to set up a classroom, manage student behavior, and learn to organize for instruction and assessment.
  - Law and Public Policies: Specific directives and requirements students need to understand the No Child Left Behind Act and the Individuals with Disabilities Education Improvement Act of 2004.
  - Professional Organizations: Students can explore a list of web links that take them to 40 professional organizations for educators.
  - Teaching Job Web Sites: Students can visit the state departments of education web site for all 50 states.

Book-Specific Resources

TAKING A STAND IN AN ERA OF REFORM

Students learn about current reforms within this text feature and then go to MyEducationLab to explore different perspectives on the issue and determine their personal stance on these important changes in education. Students receive structured hints to help them analyze both sides of an issue to help decide how the issue will affect their professional lives. Students receive immediate feedback once they submit their response.

EXPLORING DIVERSITY

Through this feature, students examine and consider diversity issues and their implications for today's classrooms. Students apply these issues to their own teaching through assignable activities on MyEducationLab where they receive hints and feedback.

STUDY PLAN

The MyEducationLab Study Plan provides multiple choice assessments tied to chapter objectives and are supported by study materials. A well-designed Study Plan offers multiple opportunities to fully master required course content targeted by objectives in each chapter:

- *Learning Outcomes* identify important learning outcomes for each chapter and provide focus for students as they read and study.
- *Multiple Choice Assessments*, tied to each chapter's objectives, assess mastery of content through exercises that students can take as many times as needed. These quizzes provide overall scores for each objective and also explain why responses to particular items are correct or incorrect.
- *Study Material: Review, Practice and Enrichment* resources provide students with a deeper understanding of chapter content. After taking the Multiple Choice Assessment Quiz, students receive information regarding the chapter content on which they still need work. This review material includes text excerpts, activities with hints and feedback, and media assets (video, simulations, and additional cases).
- *Flashcards* help students study the definitions of the key terms within each chapter.

Visit www.myeducationlab.com for a demonstration of this exciting new online teaching resource.

INSTRUCTOR SUPPLEMENTS

The text has the following ancillary materials to assist instructors in their attempts to maximize learning for all students. These instructor supplements are located on the Instructor Resource Center at www.pearsonhighered.com.

- **Instructor's Manual and Test Bank** provides concrete chapter-by-chapter instructional and media resources with full integration of MyEducationLab.
- **PowerPoint Slides** are available to download for each chapter. Presentations include key concept summaries and other aids to help students understand, organize, and remember core concepts and ideas.
- **Pearson MyTest** is a powerful assessment generation program that helps instructors easily create and print quizzes and exams. Questions and tests are authored online, allowing ultimate flexibility and the ability to efficiently create and print assessments anytime, anywhere! Instructors can access Pearson MyTest and their test bank files by going to www.pearsonmytest.com to log in, register, or request access.
- **Online Course Management.** Contact your local Pearson representative to learn how the online and instructor resources available with this book can be customized for delivery through today's popular learning management systems, including BlackBoard, WebCT, and more.

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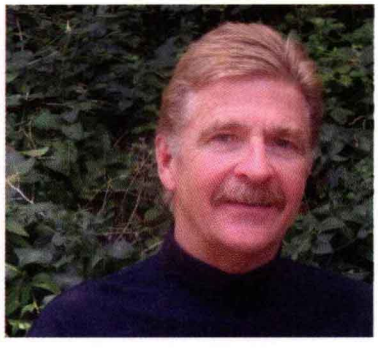
Finally, we would appreciate your feedback about the text, as well as any of the supplements that accompany it. Please feel free to contact either of us at don.kauchak@gmail.com or peggen@comcast.net. We promise to respond to you.

About the Authors



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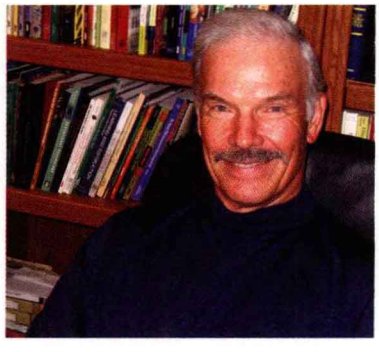
Don strongly believes in the contribution that public schools make to our democracy, and his two children benefited greatly from their experiences in state-supported K–12 schools and public institutions of higher education.



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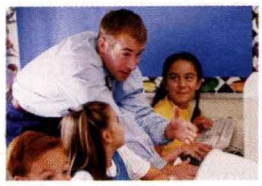

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