

A RESOURCE GUIDE FOR TEACHING

K-12

4th Edition

Richard D. Kellough

F O U R T H E D I T I O N

A RESOURCE GUIDE FOR TEACHING: K-12

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P R E F A C E

Welcome to the fourth edition of *A Resource Guide for Teaching: K–12*. The purpose of this textbook is to provide a practical, concise, criterion-referenced, performance-based, mastery learning model, resource guide for college and university students who are preparing to become competent teachers. Others who find it useful are experienced teachers who desire to continue developing their teaching skills, and curriculum specialists and school administrators who desire to have available for reference purposes a current, practical, and concise book of methods, guidelines, and resources about teaching.

Exemplary school programs are those that are rooted in celebrating and building upon the diverse characteristics and needs of young people. To become and to remain exemplary, they must be in a continual mode of inquiry, reflection, and change. It is no different for me as author of this book. To continue my striving to prepare a comprehensive and exemplary book that focuses on K–12 classroom instruction, I am in a *continual mode of inquiry* into the latest findings in research and practice, in *constant reflection* as I listen to and assess the comments from practitioners in the field and from users and reviewers of the book, and in *steady change* as I prepare each edition.

NEW TO THIS EDITION

Changes for this fourth edition are as follows:

- In keeping with the book's title, I strive for a balance of content across the K–12 grade range. With this edition you will find an improved balanced representation of samples, scenarios, readings, resources, and vignettes.
- Every chapter of the book was reviewed, updated, and tweaked to expel unnecessary wordiness and old, tired, or worn-out content, figures, and exercises.
- More about the relationship among curriculum standards, assessment, and high-stakes achievement testing is found in various places, including Chapters 1, 5, 6, and 11.
- To maintain a reasonable book size, some exercises from the previous edition were moved to the Companion Website.
- I proudly share the true stories of two first-year teachers—one in Chapter 3, first published in *Reading Today*; the other, “Miss Palmer Reflects on Her First Year of Teaching,” written by Heather May for *The Salt Lake Tribune* and republished here—in excerpts that begin each of the 12 chapters. For the latter, there are questions for the student user to answer and maintain in a reflective journal.

For Part I, Orientation to Teaching and Learning in Today's Schools

- As in earlier editions, sample elementary and middle school teachers' schedules are included in Chapter 1.
- Chapter 2, now titled “Celebrating and Building upon the Diverse Characteristics and Needs of Youth: The Nature of the Challenge,” contains a list of characteristics of children from four developmental categories: early primary years, late primary years, young adolescents, and older adolescents, with an accompanying exercise, “Obtaining Personal Insight Regarding the Age or Grade Level I Might Prefer to Teach.” It also contains a new section titled “Recognizing and Working with Abused Children,” and another new exercise, “Avoiding Sending Opposing Messages.”
- Chapter 3, now titled “Teacher Behaviors and Responsibilities Necessary for Meeting the Challenge,” contains a new section about classroom safety practices. Also in Chapter 3 is a teacher's reflections on her first year—the funny, frustrating, sad, and happy moments—as she learns what she needs to know to survive and grow as an educator.

For Part II, Planning for Instruction

- Chapter 4 (The Classroom Learning Environment) is now the introductory chapter to Part II. Some situational case studies were added, as was a new section about the classroom physical layout. In many ways, teaching is clearly different than it used to be. Today, starting as early as kindergarten, we frequently hear of teachers being confronted with major problems of inappropriate behavior that have ramifications beyond the classroom or that begin elsewhere and spill over into the classroom. In response, today's

schools are adopting a variety of types of schoolwide and classroom instructional programs designed to reduce or eliminate violent, aggressive student behaviors and to help all students succeed in school. There are success stories, many of which are presented and discussed in this chapter.

- Chapters 5 (The Curriculum) and 6 (The Instructional Plan) were reorganized. Chapter 5 has a new section that briefly discusses today's high-stakes testing in comparison with standardized statewide testing of the past. Also new to Chapter 5 are an exercise on state standards and a discussion about the place for integrated curriculum in a standards-based environment

For Part III, Strategies, Aids, Media, and Resources for Effective Instruction

- New to Chapter 8 (Grouping and Assignments for Positive Interaction and Quality Learning), to help you learn how you can practically and effectively individualize the learning for every student, is an exercise (Exercise 8.1) that clearly leads you through the development of your first self-instructional module. The module can be finalized either in print or for electronic use.
- As requested by users, Chapter 10 (Media and Other Instructional Aids and Resources) includes a popular and now updated section from earlier editions about using the overhead projector.

Part IV, Assessment of Student Learning and Continued Professional Development

- Rather than being enrolled in traditional teacher training programs, many users of this book are actually teaching while learning, that is, they are employed teachers or teaching interns. That fact is recognized by changes made in Chapter 12.

In summary, many changes were made for this edition. Other changes are mentioned in the paragraphs that follow.

MY BELIEFS: HOW AND WHERE THEY ARE REFLECTED IN THIS BOOK

In preparing this book, I saw my task *not* as making the teaching job easier for you—effective teaching is never easy—but as improving your teaching effectiveness and providing relevant guidelines and current resources. You may choose from these resources and build upon what works best for you. Nobody can tell you what will work with your students; you will know them best. I share what I believe to be the best of practice, the most useful of recent research findings, and the richest of experiences. The boldface italic statements present my beliefs and explain how they are embraced in this book.

Teaching skills can be learned. In medicine, certain knowledge and skills must be learned and developed before the student physician is licensed to practice with patients. In law, certain knowledge and skills must be learned and developed before the law student is licensed to practice with clients. So it is in teacher preparation—knowledge and skills must be learned and developed before the teacher candidate is licensed to practice the art and science of teaching young people. I would never allow just any person to treat our child's illness or to defend us in a legal case; the professional education of teachers is no less important! Receiving a professional education on how to teach young people is absolutely necessary, and certain aspects of that education must precede any interaction with students if teachers are to become truly competent professionals.

The best learning occurs when the learner actively participates in the process, which includes having ownership in both the process and the product of the learning. Consequently, this book is designed to engage you in hands-on and minds-on learning about effective classroom instruction. For example, rather than simply reading a chapter devoted to the important topic of cooperative learning, in each chapter you will become involved in cooperative and collaborative learning. In essence, via the exercises found in every chapter, you will practice cooperative learning, talk about it, practice it some more, and finally, through the process of doing it, learn a great deal about it. This book *involves* you in cooperative learning.

The best strategies for learning about teaching young people in the classroom are those that model the strategies used in exemplary teaching of young people. As you will learn, integrated learning is the cornerstone of the most effective teaching, and that is a premise upon which this resource guide is designed. Like living, the reciprocal process of teaching and learning is a multifaceted, eclectic process. The job of the teacher is to help learners bridge the facets, understand and make sense of the process—to help them connect various aspects of learning and living by modeling the very skills necessary to make sense of the connections.

To be most effective today a teacher must use an eclectic style in teaching. Rather than focus your attention on particular models of teaching, I emphasize the importance of an eclectic model—that is, one in which you select and integrate the best from various instructional approaches. For example, sometimes you will want to use a direct, expository approach, perhaps through a minilecture; more often you will want to use an indirect, social-interactive, or student-centered approach, perhaps through project-based learning. This book provides guidelines to help you not only decide which approach to use at a particular time but also develops your skill in using specific approaches. Equally important, you will learn of the importance of being able to

combine both direct and indirect approaches, of using what I refer to as *multilevel instruction*.

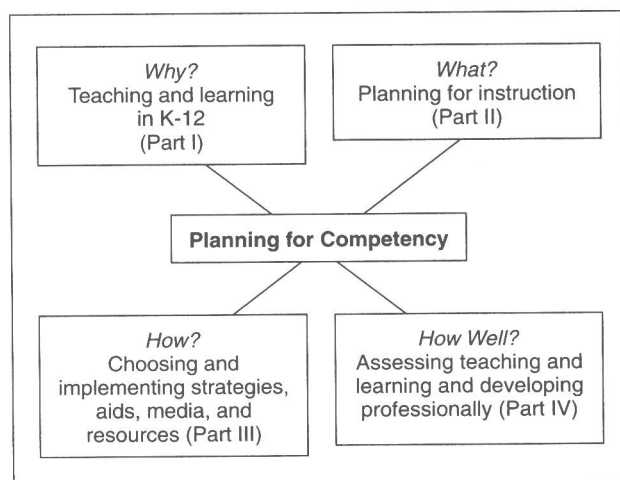
Learning should be active, pleasant, fun, meaningful, and productive. My desire is to present this resource guide in an enthusiastic, positive, and cognitive-humanistic way, in part by providing rich experiences in social-interactive learning. How this is done is perhaps best exemplified by the active learning exercises found throughout the book and on the Companion Website at www.prenhall.com/kellough. Exercises have been developed to ensure that you become an active participant in learning the methods and procedures that are most appropriate in facilitating the learning of active, responsive young people.

ORGANIZATION OF THIS BOOK: AN OVERVIEW

Competent teaching is a kaleidoscopic process. When preparing and writing a book for use in teacher preparation, by necessity one must separate the components of competent teaching into separate parts. That separation cannot be accomplished in a way that makes sense to everyone using the book. This overview explains how I have done it for this book.

Developmental components are involved in becoming a competent teacher. This book is organized around four developmental components: *why*—the rationale to support the components that follow; *what*—the content, processes, and skills you will be helping students learn; *how*—how you will do it; and *how well*—how well you are doing it. These are represented by the four parts of the book. However, it is neither likely nor advisable that one should or could effectively learn about one part entirely exclusive of the others.

Each part is introduced with the goals of the chapters that follow and with reflective thoughts relevant to topics addressed in its chapters. The following visual map illustrates how these four developmental elements are divided:



Each chapter, in turn, begins with a brief introduction to that chapter followed by its major learning targets or objectives.

Throughout, you will find information useful for a teacher who is a decision maker. There are frequent exercises for practicing the handling of concepts in ways that facilitate metacognitive thinking. All exercises require you to deal in some descriptive, analytical, or self-reflective manner with text concepts and actual practice. Most of the exercises are adaptable for cooperative/collaborative group processing.

PART I: ORIENTATION TO TEACHING AND LEARNING IN TODAY'S SCHOOLS

The three chapters of Part I reflect on the *why* component, the reality and challenge of classroom teaching today. Chapter 1 presents a brief overview of that component. Chapter 2 focuses on the unique and varied characteristics and developmentally appropriate ways of working with young people in the classroom. **Regardless of their individual differences, students must have equal opportunity to participate and learn in the classroom.** Beginning in the first chapter, this belief is reflected throughout this book, sometimes in a very direct fashion and other times indirectly. This overall sensitivity to diversity models not only my belief but also how to be inclusive to people of diverse backgrounds in many ways. Chapter 3 reflects the teacher behaviors and responsibilities necessary to be a competent classroom teacher. You are encouraged to compare the categories of responsibilities and the 22 competencies identified in Chapter 3 with the teacher competency standards used by your own state for teacher licensing.

PART II: PLANNING FOR INSTRUCTION

Effective teaching is performance based and criterion referenced. This book is constructed in this manner. Because I believe that teaching, indeed living, must allow for serendipity, encourage the intuitive, and foster the most creative aspects of one's thinking, I cannot always be specific about what students will learn as a result of our instruction, and hence the occasional ambiguity must be expected. The three chapters of Part II reflect the planning, or *what*, component. Part II is intended to be the primary focus of your time and attention as you use this book to guide you toward becoming a competent teacher.

To teach young people most effectively, you must recognize, appreciate, and understand them and be able to establish and operate a safe and supportive classroom learning environment. Connecting with the content of Chapter 2, specific guidelines for accomplishing that are presented in Chapter 4.

Chapter 5 focuses on the curriculum and programs that comprise it; on the rationale for planning and selecting the content of the curriculum; on the national, state, and local documents that provide benchmarks for learning and that guide content selection; and on preparing goals and learning targets and using them in planning for and assessing student learning.

Chapter 6 presents detailed information and step-by-step guidelines for integrating students' learning, selecting developmentally appropriate learning activities, and preparing various types of instructional units with lessons. As I will be reminding you, although separated in this book for reasons of organizational clarity, it is impossible to satisfactorily complete the work in instructional planning expected in Chapter 6 without becoming knowledgeable of the content in Part III and the first chapter of Part IV.

PART III: STRATEGIES, AIDS, MEDIA, AND RESOURCES FOR EFFECTIVE INSTRUCTION

Although it is very difficult to predict what 5- to 18-year-olds of today will need to know to be productive citizens in the middle of this century, I believe *they will always need to know how to learn, how to read, how to think productively, and how to communicate effectively and work together cooperatively*. I believe that children need to acquire skills in how to gain knowledge and how to process information, and they need learning experiences that foster effective communication and productive, cooperative behaviors. I hope all children feel good about themselves, about others, and about their teachers, schools, and communities. I emphasize the importance of helping students to develop those skills, feelings, and attitudes. Teachers of all children share in the responsibility for teaching skills in reading, writing, thinking, working cooperatively, and communicating effectively. This responsibility is reflected clearly throughout this book.

The appropriate teaching methods for reaching these goals incorporate thoughtful planning, acceptance of the uniqueness of each individual, honesty, trust, sharing, risk-taking, collaboration, communication, and cooperation. Furthermore, I believe that students of all ages best learn these skills and values from teachers who model the same. This resource guide is faithful to that hope and to that end.

Chapter 7 begins Part III by focusing your attention on one significantly important teaching and learning strategy—questioning—with an emphasis on the encouragement of questions formulated and investigated by students.

Chapter 8 presents guidelines for grouping students, using project-centered teaching, assignments and homework, ensuring classroom equity, and writing across the curriculum. Chapter 8 ends with a section you may find

useful for years to come—a popular and updated annotated listing of more than 100 motivational strategies and ideas for lessons, interdisciplinary teaching, transcultural studies, and student projects for all grade levels and subject areas. The resource guide is intended to be useful to you not only while you are in phases of teacher preparation but well into your first several years of teaching.

Chapter 9 presents guidelines for using formal and informal teacher talk, demonstrations, direct teaching of thinking, discovery and inquiry, and educational games. Throughout the book, especially in Part III, and with a focus in Chapter 10, you find emphasis on the importance of students using visual and technological tools to access information and to make sense of it.

PART IV: ASSESSMENT OF STUDENT LEARNING AND CONTINUED PROFESSIONAL DEVELOPMENT

The two chapters of Part IV address the fourth component of teaching and learning—*how well* the students are learning and how well the teacher is teaching. Although separated in this book for reasons of organizational clarity, the assessment component of teaching and learning is an integral and ongoing component of the total curriculum.

Chapter 11 focuses attention on the assessment of what students know or think they know and can do preceding, during, and following the instructional experience. Chapter 11 also provides practical guidelines for parent/guardian and teacher collaboration and for grading and reporting student achievement.

Chapter 12, the final chapter, focuses on how well you are doing—the assessment of teaching effectiveness. In addition, it provides guidelines that you will find useful during your student teaching or during intern teaching, for finding a teaching position, and for continued professional growth. These guidelines and this book will be useful for you as references for years beyond now.

FEATURES OF THE TEXT

To achieve professional competency, you need guided learning, productive feedback, encouragement, opportunity for intelligent reflection, and positive reinforcement. To provide the resources and encouragement to make you an effective and confident teacher, this book is organized with the following features.

- **Advance organizers.** The four parts, along with their goals and reflective thoughts at the beginning of each part, and the Chapter Objectives found at the beginning of each chapter serve as advance organizers; that is, they establish a mind-set.
- **A strong, current, and broad research base.** This is evidenced by the footnotes throughout the text, which are arranged at the bottom of text pages for your immediate reference and clarification.

- **Exercises for active learning.** Found throughout as well as on the Companion Website are exercises that I believe are fundamental to your learning. All exercises require you to deal in some descriptive, analytical, or self-reflective manner with text concepts and actual practice. Each is designed to encourage continual assessment of and reflection on your progress in building your competencies and skill development for teaching and involve you in collaborative and cooperative learning. Certain exercises build upon previous ones, while others necessitate a school visit or suggest that assistance be obtained from teachers in the field. It is unlikely that all exercises could be (or should be) completed in a one-semester course; an early review of the exercises is advised to allow you and your course instructor to collaborate in planning your visits and work schedule.
- **For further reading.** At the conclusion of each chapter are additional sources, both current and classic, to deepen and broaden your understanding of particular topics.
- **Glossary and index.** The text concludes with a glossary of terms, a name index, and a subject index.
- **Internet resources.** Relevant web addresses are mentioned throughout, and most chapters end with a listing of web sites related to content of the chapter. Every effort has been made to provide accurate and current Internet information. However, the Internet and information posted on it are constantly changing, so it is inevitable that some of the Internet addresses listed in this textbook will change from the time I investigated each during spring 2001.
- **Outstanding practices and exemplary programs.** Despite the blue ribbon commissions, authors, and politicians who vilify what they perceive as the failures of K–12 public school education, thousands of committed teachers, administrators, parents, guardians, and community representatives struggle daily, year after year, to provide young people with a quality education. So that readers can learn about or visit exemplary school programs, many are recognized and identified by name throughout this text.
- **Perforated pages.** Pages of the book are perforated for easy removal of the exercises. Exercises and some forms that are likely to be removed begin on separate pages so that they can be removed without disturbing text.
- **Performance assessment.** Assessment of your developing competencies is encouraged by three micro peer teaching exercises found in Chapters 7 (Exercise 7.7), 9 (Exercise 9.2), and 12 (Exercise 12.1).
- **Situational case studies, teaching vignettes, and questions for class discussion.** For extended class discussions, situational case studies, some new to this edition, are presented in Chapter 4. Teaching vignettes are distributed throughout, such as “Inter-

disciplinary Thematic Instruction at West Salem Middle School” (Chapter 1), “Using the Theory of Learning Capacities (Multiple Intelligences) and Multilevel Instruction” (Chapter 2), “Precious Moment in Teaching” (Chapter 5), “A Teachable Moment,” (Chapter 6), “Late Homework Paper and an At-Risk Student” (Chapter 8), “A Precious Moment in Teaching with Advice to Beginning Teachers” (Chapter 9), and “Natural Disasters” (Chapter 10). Questions for Class Discussion appear at the end of each chapter.

ANCILLARIES

An **Instructor’s Manual** is available to instructors who adopt this text. To request the Instructor’s Manual, contact your Prentice Hall representative, or visit the Merrill Education website at www.merrilleducation.com. (If you do not know how to contact your local sales representative, please call faculty services at (800)526-0485 for assistance.)

The **Companion Website** contains additional information for students and instructors to use in an on-line environment. For more information on what the Companion Website provides, please see the “Discover the Companion Website Accompanying This Book” section following the preface.

ACKNOWLEDGMENTS

Although teaching and learning have become increasingly complex—with many new and exciting things happening as schools continue to restructure their efforts to provide the best learning for today’s children—I strive to keep the text at a reasonable length and to keep it user friendly. I thank all the persons who helped in its development. I thank those who contributed and who are acknowledged at appropriate places throughout, and my friends and highly competent professionals at Merrill/Prentice Hall, who have maintained their belief in and support for this resource guide.

Although I take full responsibility for any errors or omissions in this book, I am deeply grateful to others for their cogent comments and important contributions that led to the development of this fourth edition. I express my appreciation to the reviewers: Ronald Anderson, Texas A & M University, Jioanna Carjuzaa, Rocky Mountain College, Donna S. Bender, Stonehill College, and Linda Kramer Schlosser, SUNY Brockport.

I am indeed indebted and grateful to all the people in my life, now and in the past, who have interacted with me and reinforced what I have known since the day I began my career as teacher: Teaching is the most rewarding profession of all.

R.D.K.

DISCOVER THE COMPANION WEBSITE ACCOMPANYING THIS BOOK

THE PRENTICE HALL COMPANION WEBSITE: A VIRTUAL LEARNING ENVIRONMENT

Technology is a constantly growing and changing aspect of our field that is creating a need for content and resources. To address this emerging need, Prentice Hall has developed an online learning environment for students and professors alike—Companion Websites—to support our textbooks.

In creating a Companion Website, our goal is to build on and enhance what the textbook already offers. For this reason, the content for each user-friendly website is organized by topic and provides the professor and student with a variety of meaningful resources. Common features of a Companion Website include:

FOR THE PROFESSOR—

Every Companion Website integrates **Syllabus Manager™**, an online syllabus creation and management utility.

- **Syllabus Manager™** provides you, the instructor, with an easy, step-by-step process to create and revise syllabi, with direct links into Companion Website and other online content without having to learn HTML.
- Students may logon to your syllabus during any study session. All they need to know is the web address for the Companion Website and the password you've assigned to your syllabus.
- After you have created a syllabus using **Syllabus Manager™**, students may enter the syllabus for their course section from any point in the Companion Website.
- Clicking on a date, the student is shown the list of activities for the assignment. The activities for each assignment are linked directly to actual content, saving time for students.
- Adding assignments consists of clicking on the desired due date, then filling in the details of the assignment—

name of the assignment, instructions, and whether it is a one-time or repeating assignment.

- In addition, links to other activities can be created easily. If the activity is online, a URL can be entered in the space provided, and it will be linked automatically in the final syllabus.
- Your completed syllabus is hosted on our servers, allowing convenient updates from any computer on the Internet. Changes you make to your syllabus are immediately available to your students at their next logon.

FOR THE STUDENT—

- **Topic Overviews**—outline key concepts in topic areas.
- **Web Links**—a wide range of websites provide useful and current information related to each topic area.
- **Lesson Plans**—links to lesson plans for appropriate topic areas.
- **Projects on the Web**—links to projects and activities on the Web for appropriate topic areas.
- **Education Resources**—links to schools, online journals, government sites, departments of education, professional organizations, regional information, and more.
- **Electronic Bluebook**—send homework or essays directly to your instructor's E-mail with this paperless form.
- **Message Board**—serves as a virtual bulletin board to post—or respond to—questions or comments to/from a national audience.
- **Chat**—real-time chat with anyone who is using the text anywhere in the country—ideal for discussion and study groups, class projects, etc.

To take advantage of these and other resources, please visit the Companion Website that accompanies *A Resource Guide for Teaching: K–12*, Fourth Edition, at www.prenhall.com/kellough

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		NOTE: Every effort has been made to provide accurate and current Internet information in this book. However, the Internet and information posted on it are constantly changing, so it is inevitable that some of the Internet addresses listed in this textbook will change.	