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Exploring Teaching

AN INTRODUCTION TO EDUCATION

Second Edition



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An Introduction to Education

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EXPLORING TEACHING: AN INTRODUCTION TO EDUCATION SECOND EDITION

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This book is printed on acid-free paper.

1 2 3 4 5 6 7 8 9 0 WCK/WCK 0 9 8 7 6 5 4 3 2 1 0

ISBN 0-07-232180-6

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Cover/interior designer: *Kristyn A. Kalnes*
Cover image: © *Tony Stone Images*, photo by *Lori Adamski Peek*
Senior photo research coordinator: *Lori Hancock*
Photo research: *Connie Gardner Picture Research*
Supplement coordinator: *Stacy A. Patch*
Compositor: *Carlisle Communications, Ltd.*
Typeface: *10/12 Garamond Light*
Printer: *Quebecor Printing Book Group/Versailles*

The credits section for this book begins on page 609 and is considered an extension of the copyright page.

Library of Congress Cataloging-in-Publication Data

Arends, Richard.

Exploring teaching : an introduction to education / Richard I. Arends, Nancy E. Winitzky, Margaret D. Tannenbaum. — 2nd ed.

p. cm.

Includes bibliographical references (p.) and indexes.

ISBN 0-07-232180-6

1. Teaching—United States. 2. Classroom management—United States. 3. Education—United States—Curricula. 4. School management and organization—United States.
I. Title.

LB1025.3 .A753 2001
371.102—dc21

00-037989
CIP

Dedication

To Nancy Winitzky's parents Norm and Camille Stolba

To Margaret Tannenbaum's parents Otto and Ida Denner

To Richard Arend's mother Mildred Williams

About the Authors



Richard I. Arends

Richard I. Arends, formerly William Allen Chair at Seattle University and dean of the School of Education and Professional Studies at Connecticut State University is now professor of educational leadership at Connecticut State University. Prior to his coming to Connecticut, Professor Arends was on the faculty at the University of Oregon and chair of the department of Curriculum and Instruction at the University of Maryland, College Park. A former elementary, junior high, and high school teacher, his special interests are the social psychology of education, teacher education, and organizational development and school improvement. Professor Arends has authored or contributed to over a dozen books on education and has worked widely with schools and universities throughout North America and the Pacific Rim.



Nancy Winitzky

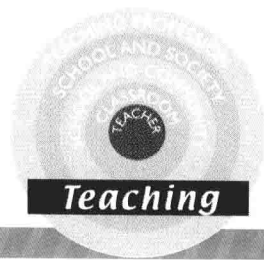
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Margaret D. Tannenbaum

Margaret D. Tannenbaum received her Ph.D. in Foundations of Education from Temple University in 1972. She is currently an Emeritus Professor of Education at Rowan University, where she taught for 29 years. In addition to having served as department chair in the Secondary Education/Foundations of Education Department and as University Senate President, she was a member of the local school board for 9 years and a member of a nonprofit preschool board for 11 years. Having taught at all levels, pre-k to 12, she also has had extensive experience working with public school teachers and administrators to integrate technology into the curriculum. Her special interests include school choice and vouchers, collaborative teaching, the training and evaluating of substitute teachers, and the restructuring of early childhood education. She has published numerous articles and book chapters on some of these topics, as well as an edited collection of readings, *Concepts and Issues in School Choice*.

Preface



This text is intended as a basic text for students taking courses commonly labeled Introduction to Education. A variety of other course titles—Foundations of Education, Introduction to Teaching, Analysis of Teaching—are sometimes used. Whatever the title, these courses normally serve as an introduction to the field of education and teaching and aim at helping people make up their minds whether teaching is an appropriate career for them.

Exploring Teaching takes readers on a journey of exploration into the world and work of teaching, both past and present, and into themselves as future inhabitants of that world. Whereas most introductory texts provide descriptive accounts of the contemporary world of education—teaching, schooling, and the foundational disciplines underlying it all—none make a sustained effort to help students explore themselves in terms of that world. To do so, we think, means projecting oneself into the ever-widening contexts within which teaching unfolds, that is, classrooms, schools, the school-society relationship, and the profession of teaching. We also think that in order to understand these contexts, one must have a knowledge of their origins and how they developed into their current condition. Finally, we believe that a healthy dose of firsthand experiences and personal reflections must be stirred into one's book-driven knowledge of self and job.

We structured this text in accordance with these beliefs. Part One begins with an overview of the world and work of teaching and the teachers (past and present) who inhabit that world. Next, we look at what is known about effective teachers and speculate about their future. Part One concludes with a discussion of the need for a personal philosophy of teaching and provides guidance in building one. Parts Two through Five profile the various contexts of teaching—classroom, school, sociopolitical, and professional—and examine the role demands of each. Each part ends with a series of self-assessment activities that help students evaluate themselves in terms of these roles and settings. Thus, the book's overall structure involves an ongoing attempt to match self with the job of teaching. To help students connect the material to these contexts, we have included a context graphic at the start of each part and chapter.

Content Coverage and Organization

Since the first step in any career exploration process is to acquire a broad and coherent view of the field in question, the topical coverage of this text is quite comprehensive. In addition to all the usual chapters, we have included a chapter on classroom *Instruction and Management* and another on the *Ethical Dimensions of Teaching*. And unlike many introductory texts, this one has a coherent, organizing framework—the various contexts that surround and shape the work-life of teachers. Organizing topics in this manner gives them a more personal and interactive quality than merely providing discrete but unrelated discussions of one topic after another.

Historical Perspectives

Rather than including the traditional, fact-laden chapter on the history of American education, each of the book's five major parts opens with a chapter-length introduction that provides historical perspectives on the material that follows. Thus, the introduction to Part One provides a broad overview of how teaching has evolved in this country from colonial times to the present. Likewise, Part Two begins with a historical account of how American classrooms, students, and instruction have changed—or not—over the years. The introductions to Parts Three, Four, and Five provide similar perspectives on how schools, the school-society relationship, and the profession of teaching have evolved. These focused historical accounts of the major contexts of teaching provide a meaningful backdrop for organizing and retaining the information that follows.

Part-Ending Assessment Activities

Just as each part opens with a historical perspective on the chapters that follow, each ends with a set of assessment activities (reflection, observation, interview) designed to help students match themselves with the teaching context and roles described in the part. Taken together, these part-ending activities comprise a useful portfolio that extends the book's content into field settings and helps students evaluate their general fitness for teaching or for a specific type of teaching career.

Focus Boxes

To emphasize the fact that teaching has (1) a multitude of unresolved issues, (2) a rich and growing research base on which to draw, and (3) an increasingly multicultural and

global perspective, we include the following types of special interest boxes in various chapters.

1. *Issues*. These boxes present the pros and cons surrounding educational issues of current concern.
2. *Research*. These boxes summarize a relevant study or group of studies related to the topic at hand.
3. *Diversity*. These boxes provide a cross-cultural focus to one or more of the chapter topics.

Diversity-Repertoire Theme

A central theme of *Exploring Teaching* is our belief that teaching is a situation-driven profession in which good practice demands that knowledgeable teachers adapt themselves to a never-ending string of unique situations. Thus, in Chapter 3, we present a variety of educational philosophies that students can draw on as they build their own set of beliefs about the nature of teaching. Likewise, in Chapter 6, we present a number of different instructional strategies that all teachers should master in order to adapt their instruction to fit diverse teaching situations and contexts. This theme, which resurfaces again and again throughout the book, reminds aspiring professionals that the explorations begun in this book are but a first step in a lifelong journey of study, reflection, and creative adaptation.

Features of the Revision

The conditions of education are in an extreme state of flux as we move into the twenty-first century. Many Americans believe that the well-being of the nation is critically linked to the health of our schools, and education constitutes a major plank in both political parties' platforms. In addition, the society as a whole is experiencing dramatic changes as we move from an economy based on the production of goods to one based on the production and dissemination of information. In this edition, we have tried to conserve the major ideas and enduring themes of education and of teaching and learning found in the first edition of *Exploring Teaching*. However, we have also attempted to include several new topics and issues facing schools, teachers, and students today. The most important changes in the second edition are described in the following.

New Chapter on Technology. In the short span of 3 or 4 years between the first edition and the second edition of *Exploring Teaching*, the use of computers and telecommunication technologies in schools has increased exponentially. The classrooms

beginning teachers will soon enter are filled with computers and most are connected to the Internet. The students in these classrooms, like many of our readers, are part of the digital generation. They, like many of you, have grown up playing electronic games, using computers, and surfing the Web. It is beyond the scope of this text to make someone computer literate. The chapter we have written, however, aims at helping those considering teaching as a career to explore the role technology will play in education in the years ahead and to introduce how computers and the Internet will be used in classrooms of the future. It also aims at introducing readers to an array of resources, such as computer software programs, CD-ROMS, and websites, that can be useful as they explore the impact of technology on teachers' work.

New Cases for Thought and Reflection. Many aspects of teaching require problem solving and reflection. As a result of advice provided by users of the first edition, beginning and ending cases have been written for this edition. The beginning cases help readers think about some of the important issues found in the chapter prior to reading it. The end cases help readers reflect on these issues and compare their thoughts to those of experienced teachers. These cases can also be used as springboards for class discussions.

Expanded But More Concise Coverage. In the second edition, we have strived to include new conceptions of teaching and learning as well as new research in the field. We have updated all references and added a significant number of new ones. We have also strived to be more concise in our explanations. As textbooks are revised, it is easy to add to their length but more difficult to shorten them. This is true for two reasons. One, those who use the book recommend more additions than they do topics for elimination. It also happens because it is very painful to remove words from a book after so much energy has gone in to writing them initially. However, we recognize the time constraints on students and on instructors. We have made every effort to delete topics of marginal value and to be more concise throughout. We had a goal of deleting five pages per chapter, and we believe we accomplished this without harming the discussion of any important topics.

New Colorful Design. The second edition of *Exploring Teaching* has an entirely new design. This full-color, engaging design includes an expanded photo program as both a source of information and interest and new illustrations that clarify complex ideas. We hope this design will stimulate your interest and also present ideas more clearly—both of which help to achieve our goal of facilitating student learning.

Chapter Pedagogy and Learning Aids

To increase the readability of *Exploring Teaching* and to increase student learning, previous pedagogical features have been maintained and some new ones added. **Chapter outlines** appear at the beginning of each chapter, and **point-by-point**

summaries conclude each chapter. In addition, **key terms** appear in bold throughout the text and are tied to a glossary at the end of the book. The book also has a very detailed and thorough topic and author index.

An important new pedagogical feature has been added to enhance the usefulness of this edition. A **marginal-notes** program highlights main ideas and provides definitions for important concepts. It also includes a variety of photographs and diagrams meant to illustrate complex concepts and ideas as well as serve as an additional source of important information.

Teaching and Learning Resources

This edition of *Exploring Teaching* is accompanied by an expanded number of supplemental resources and learning aids for instructors and students.

For the Instructor*

The text is accompanied by a revised **instructor's manual** and **test bank** and a **computerized test bank** (available for both Macintosh and IBM-compatible computers). Also available are **Introduction to Education Overhead Transparencies** and **PowerPoint slides**.

You can **create your own course website using "PageOut."** Simply plug the course information into a template and click one of 16 designs. The process takes no time at all and leaves instructors with a professionally designed website. Powerful features include an interactive course syllabus that lets you post content and links, an online gradebook, lecture notes, bookmarks, and even a discussion board where students can discuss course-related topics. For an example, please visit www.mhhe.com/pageout.

For the Student

An important resource for the student is the **"Making the Grade" CD-ROM** located in the inside back cover of the text. Packaged free with each new copy of the text, this interactive study tool allows students to test their mastery of text material with chapter-by-chapter quizzes. All quizzes are graded instantly. The CD includes a **Learning Styles Assessment** to help students understand how they learn, and based on that assessment, how they can use their study time most effectively. The CD also of-

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fers two different guides to the Web. The **Internet Primer** explains the essentials of online research, including how to get online and then find information once you are there. The **Guide to Electronic Research** guides students through using web-based information databases and explains how to evaluate the quality of information gathered online.

For the Instructor and the Student

Finally, for both the instructor and student, the *Exploring Teaching Online Learning Center Website* is available at www.mhhe.com/et. This site includes numerous resources for both the instructor and the student, including study questions, online activities, and web links. The website icon at the end of each chapter reminds students to visit the site for additional resources and activities to extend their learning.

Acknowledgments

We are grateful to Shelly Clemson for her early work on the text and to our many other colleagues who offered their ideas and support. Any book of this nature rests on the support of many individuals who contribute in important ways: these include Lisa Manousos, of Connecticut State University, who coordinated many aspects of the book during its early stages; Sharon Lambuth, of Seattle University, who provided research and secretarial support to the project during the final stages of revisions and production of the first edition; Arlene Burek, of Connecticut State University, and Mark Hallerman, of Seattle University, who provided research assistance and worked on the instructor's manual; Elizabeth Hayes, of Connecticut State University, who contributed to many of the marginal notes, helped revise the instructor's manual, and spent many hours tracking down permissions; Zach Knappenberger, of the University of Utah, who wrote the majority of the questions for the "Making the Grade" CD-ROM; and Christy Faison, of Rowan University, who carefully read and commented on numerous chapters. They all did magnificent work and their contributions have been invaluable.

We thank and are grateful for the continued support of our families—Steve, Jessie, and Alex Winitzky, Ted, Jessica, and Steven Tannenbaum, and William Arends. Their patience and understanding always make this type of project easier.

Finally, a special thanks goes to Lane Akers for his initial conception of and tireless commitment to this book.

A very special appreciation is extended to our current editors, Beth Kaufman and Cara Harvey. They have been committed to making the second edition of *Exploring Teaching* an exemplary textbook, and they have been a continued source of good ideas. Most important, they have been patient as we have worked to put together a complex project requiring a significant amount of collaboration and trust. Thanks also to the team that brought the book through production: Project Manager, Jill Peter, Photo Research Coordinator, Lori Hancock and Designer, Rick Noel.

—Richard I. Arends

Directly or indirectly, many people have contributed to the preparation of this book. We will begin by acknowledging the reviewers, whose support and insightful comments have helped shape the final version of this text. These include

Joseph Alldredge, *Ricks College*
Radhi H. Al-Mabuk, *University of Northern Iowa*
Cathi Allen, *University of Utah*
Linda V. Beardsley, *Tufts University*
David J. Bullock, *Portland State University*
Cheryl Cannon, *Columbia Basic College*
Jeri A. Carroll, *Wichita State University*
David Cauble, *Western Nebraska Community College*
Patricia Ellis, *Florida Community College*
Paul R. Fossum, *The University of Michigan at Dearborn*
Lucille Freeman, *University of Nebraska at Kearney*
M. Leigh Funk, *Kennesaw State University*
Paul Gale, *Western Baptist College*
Ronald Greene, *Valencia Community College*
Suzanne Gullede, *University of North Carolina at Chapel Hill*
John Henzy, *Gloucester City College*
Bonnie Hurless, *Concordia University*
Harriet Johnson, *Emporia State University*
Belinda Laumbach, *New Mexico Highlands University*
Jean L. Leicester, *Winona State University*
Mary F. Leslie, *Louisiana State University at Eunice*
Thomas Mandeville, *Southwest Texas State University*
Valerie Morphew, *Longwood College*
Consuelo Nieto, *California State University at Long Beach*
Rachel Palmer, *Concordia University*
Linda Park, *Rochester College*
Barbara Penelton, *Bradley University*
Joseph N. Prenoveau, *The Sage Colleges*
Thomas F. Rooney Jr., *Immaculata College*
Gail Russell, *Tennessee Technological University*
Warren Shillingburg, *Community College of Southern Nevada*
Margaret A. Smedley, *Cleveland State University*
Harry T. Smith, *Tennessee Technological University*
Quintin Stimpson, *Motlow State Community College*
Alan Ten Eyck, *Grand Valley State University*
Carl Vaupel, *Arkansas State University*
Linda Weeks, *Pfeiffer University*
Jane Wells, *Gordon College*
Donna Whitson, *University of Wyoming*
Sherry Wilson, *University of the Ozarks*

Student Feedback

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



Brief Contents

PART ONE

HISTORY TIMELINE 2

Teachers and Their Work 3

Chapter 1

The World and Work of Teaching 12

Chapter 2

The Effective Teacher 44

Chapter 3

Defining a Philosophy of Education 68

APPLICATION AND PORTFOLIO

ACTIVITIES 102

PART TWO

HISTORY TIMELINE 112

Teachers and Their Classrooms 113

Chapter 4

Classrooms 122

Chapter 5

Students 148

Chapter 6

Instruction and Management 180

APPLICATION AND PORTFOLIO

ACTIVITIES 215

PART THREE

HISTORY TIMELINE 226

American Schools and Their Curricula 227

Chapter 7

Schools: How They Work and Their Effectiveness 237

Chapter 8

Curriculum 271

Chapter 9

Technology, Teaching, and Learning 308

APPLICATION AND PORTFOLIO

ACTIVITIES 344

PART FOUR

HISTORY TIMELINE 354

Relationships Between Schools and Society 355

Chapter 10

Schools and Society 366

Chapter 11

School Governance and Finance 395

Chapter 12

Legal Foundations of Education and Teaching 434

APPLICATION AND PORTFOLIO

ACTIVITIES 480

PART FIVE

HISTORY TIMELINE 490

The Professionalization of Teaching 491

Chapter 13

Becoming a Professional Teacher 498

Chapter 14

Ethical Dimensions of Teaching 524

APPLICATION AND PORTFOLIO

ACTIVITIES 550

Contents



Preface xix

■ PART ONE

HISTORY TIMELINE 2

Teachers and Their Work 3

- Teaching in Colonial Times 4
- Teaching in the Nineteenth Century 5
- Teaching in the Twentieth Century 7
- Teaching in the Information Age 10

Chapter 1

The World and Work of Teaching 12

What Do You Think? 13

- Is Teaching for Me? 13
- The Why and Who of Teaching 14
 - Motives for Teaching 14

★ RESEARCH Reasons People Give for Choosing a Career in Teaching 16

- Who Teaches Today? 18
- The Nature of Teachers' Work 23
 - Teachers' Work 23
 - Teachers' Workplace 33

A Quick Tour Through Exploring Teaching 36

- Self-Regulated Learning in Democratic Classrooms 36
- Social Context of Teaching 37
- Repertoire of Best Practice Based on Research 39
- Multicultural Crossroads 39
- Schools Reflect Society 39

? ISSUES Should We Expect Teachers to be Moral Role Models? 40

- Assessing Your Motives and Skills for Teaching in the Twenty-First Century 40

Summary 41

Readings for the Professional 42

End Case for Reflection 43

Chapter 2

The Effective Teacher 44

What Do You Think? 45

- Remembering Effective Teachers 46
- What Research Says About Effective Teachers 48
 - Do Teachers Make a Difference? 49
 - Personal Qualities of Effective Teachers 49
 - Behaviors of Effective Teachers 53

★ RESEARCH Process-Product Research and the Effective Teacher 54

- ? ISSUES What Is The Best Approach for Teaching At-Risk or Learning Disabled Students? 57
- Knowledge of Effective Teachers 58
- Teachers' Thinking 60

The Effective Teacher for the Twenty-First Century 61

Summary 64

Readings for the Professional 66

End Case for Reflection 67

Chapter 3

Defining a Philosophy of Education 68

What Do You Think? 69

- The Meaning and Relevance of Philosophy 70
 - The Meaning of Philosophy 70
 - The Relevance of Philosophy 71

★ RESEARCH Multiage Grouping 72

Philosophical Questions and Contemporary Educational Issues 73

- Questions 73
- Issues 75


Philosophies 80

- Branches of Philosophy 81
- Systems of Philosophy 81
- Comparing Philosophical Systems 86

Philosophies of Education 87

- Perennialism 88
- Progressivism 89

Essentialism 90
Social Reconstructionism 92
Examples of the Four Philosophies of Education 92

-  **DIVERSITY** *The Forgotten Half* 93
Defining a Personal Philosophy of Education 95
Two Approaches 96
Developing Your Educational Philosophy 97
Summary 99
Readings for the Professional 100
End Case for Reflection 101

Part One

APPLICATION AND PORTFOLIO

ACTIVITIES 102

- Self-Assessments** 103
Assessing Your Motivations for Teaching 103
Teachers I Remember 104
Thinking Through Your Educational Philosophy 105
Observations 107
Observing School Board Politics 107
Becoming an Effective Teacher 107
Indicators of Educational Philosophy 108
Interviews 109
Principals' Views on Teacher Supply and Demand 109
Students Talk About the "Good Teacher" 109
One Teacher's Philosophy of Education 110

PART TWO

HISTORY TIMELINE 112

Teachers and Their Classrooms 113

- Colonial Classrooms* 113
Nineteenth-Century One-Classroom Schools 114

- Classrooms from the Late Nineteenth Century to the Present* 116
Teacher-Centered Classrooms at the Turn of the Century 116
Student-Centered Classrooms of the Progressive Era 117
Inquiry-Oriented Teaching and Open Classrooms 118
Where Are We Today? 120
Schooling as Social Control 120
Organizational Structures Support Teacher-Centered Classrooms 120
The Culture of Teaching 121
Teacher Characteristics 121


Chapter 4

Classrooms 122

What Do You Think? 123

- Expectations** 123
Expectations and Student Learning 123
Expectations Shape Perceptions 124
Your Expectations 125
Research on Beginning Teachers' Expectations 126
Classroom Similarities 127
Life in Classrooms 127
A Place Called School 128
Classroom Properties 130
? ISSUES *Home Schooling* 132
Performance-for-Grade Exchange 134
Ambiguity and Risk in Teacher Preparation 135

- Classroom Differences** 136
Social-Class Differences 136
Grade-Level and Subject-Matter Differences 138

-  **RESEARCH** *Class Size* 139
Alternative Classrooms 142
Classrooms Versus Other Workplaces 143
Classrooms in Other Cultures 144

Summary	145
Readings for the Professional	146
End Case for Reflection	147

Chapter 5

Students 148

What Do You Think? 149

Student Diversity 149

Ethnicity and Culture 149

★ RESEARCH KEEP/ Rough Rock Project 155

Language 156

Social Class 160

Gender 160

Sexual Orientation 163

Special Needs 164

At-Risk Versus Resilient Kids 167

Student Development 168

Cognitive Domain 168

Affective Domain 171

Development and Culture 172

Schools' Responses to Diversity 173

Pull-Out Programs 173

Inclusion 174

● DIVERSITY Parent Attitudes, Black and White 176

The Problem and Opportunity of Diversity 177

Summary 177

Readings for the Professional 178

End Case for Reflection 179

Chapter 6

Instruction and Management 180

What Do You Think? 181

Organizing the Classroom 182

Long-Range Planning 182

Physical Arrangement of Classroom 183

Rules and Procedures 184

Organization and Classroom Management 186

Planning 186

Cycles of Planning 187

Use of Time 189

Instructing 191

Constructivism 191

Direct Instruction 194

Lecture 195

Cooperative Learning 196

Problem-Based Instruction 198

● DIVERSITY Cultural Differences in Mathematics 199

Questioning 200

Informal Interaction 203

Managing and Disciplining Students 203

Student Cooperation 203

Communication 203

Discipline 204

Classroom Meeting 206

Assessing 206

Purposes 206

★ RESEARCH Student Retention 208

Alternatives 210

Summary 212

Readings for the Professional 213

End Case for Reflection 214

Part Two

APPLICATION AND PORTFOLIO

ACTIVITIES 215

Self-Assessments 216

Managing the Classroom Context 216

Teacher Candidates' Expectations 217

What Are Your Teaching Goals? 218

Observations 220

Classroom Climate and Socioeconomic

Status 220

Classroom Interaction 222

Interviews 223

What Is Hard and What Is Easy in Preservice

Teacher Education 223

Learning About Students from Different Cultures 224
How Students Make Sense of School 225

■ PART THREE

HISTORY TIMELINE 226

American Schools and Their Curricula 227

Colonial Roots 227
Dame Schools and Reading and Writing Schools 227
Latin Grammar Schools 228
Academies 229
 Creation of the Common School:
 1825–1865 229
 Expansion of the Elementary School Curriculum 230
 Creation of Secondary Schools 232
 Creation of Modern Schools:
 1865–1940 232
 The Comprehensive High School 233
 Standardization and Reform 233
 The Contemporary Debate 235

Chapter 7

Schools: How They Work and Their Effectiveness 237

What Do You Think? 238

How Schools Work 239
 The Culture of Schools 239
 Schools as Social Organizations 245
 Schools as Communities 249
 How Good Are Today's Schools? 250
 Cycles of Criticism and Reform 250
 A More Positive View of Schools 252

? **ISSUES** *Success for All: Whose Job Is It?* 256
 Good Schools for the Future 257

Making Traditional Schools Work Better 257
Experimenting with Innovative Schools 259
Prototype of the Twenty-First-Century School 262

Will We Get the Schools We Want? 266

★ **RESEARCH** *Why Most School Reform Fails, and What We Can Do About It* 267

Summary 268

Readings for the Professional 269

End Case for Reflection 270

Chapter 8

Curriculum 271

What Do You Think? 272

Curriculum Defined 272

Who Controls the Curriculum? 273

National Influences 274

State Influences 278

Local Influences 278

Curriculum Hegemony 283

The American Curriculum 285

Literacy, Language Arts, and English 285

Mathematics 286

? **ISSUES** *Bilingual Education* 288

Science 290

Social Studies 292

Foreign Language 293

The Arts 295

Physical and Health Education 296

Vocational Education 297

Curriculum Trends 298

Curriculum Choices 302

Choosing What to Teach 302

Selecting Curriculum Materials 302

Supplementing the Curriculum 302

Summary 304

Readings for the Professional 305

End Case for Reflection 307