Fifteenth
Edition

FOUNDATIONS of American Education

Perspectives on Education in a Changing World

James A. Johnson
Diann Musial
Gene E. Hall
Donna M. Gollnick

The Power of Classroom Practice
PEARSON myeducationlab
www.myeducationlab.com

FIFTEENTH EDITION

FOUNDATIONS of American Education

Perspectives on Education in a Changing World

JAMES A. JOHNSON
Northern Illinois University

DIANN MUSIAL
Northern Illinois University

GENE E. HALL
University of Nevada, Las Vegas

DONNA M. GOLLNICK
National Council for the Accreditation of Teacher Education

常州大学图书馆
藏书章

PEARSON

Boston Columbus Indianapolis New York San Francisco Upper Saddle River
Amsterdam Cape Town Dubai London Madrid Milan Munich Paris Montreal Toronto
Delhi Mexico City Sao Paulo Sydney Hong Kong Seoul Singapore Taipei Tokyo

Vice President and Editor in Chief: Jeffery W. Johnston
Acquisitions Editor: Meredith D. Fossel
Development Editor: Amy J. Nelson
Editorial Assistant: Nancy Holstein
Vice President, Director of Marketing: Quinn Perkson
Senior Marketing Manager: Darcy Betts Prybella
Senior Managing Editor: Pamela D. Bennett
Senior Project Manager: Mary M. Irvin
Senior Operations Supervisor: Matt Ottenweller
Senior Art Director: Diane Lorenzo

Cover Designer: Candace Rowley
Cover Art: SuperStock
Photo Coordinator: Sandy Schaefer
Media Project Manager: Rebecca Norsic
Permissions Administrator: Becky Savage
Composition: S4Carlisle Publishing Services, Inc.
Printer/Binder: Worldcolor
Cover Printer: Lehigh/Phoenix
Text Font: Times

Credits and acknowledgments borrowed from other sources and reproduced, with permission, in this textbook appear on appropriate page within text. Photo credits can be found on page 415.

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.

Copyright © 2011, 2008, 2005, 2002, 1999 Pearson Education, Inc. Upper Saddle River, New Jersey 07458. All rights reserved. Manufactured in the United States of America. This publication is protected by Copyright, and permission should be obtained from the publisher prior to any prohibited reproduction, storage in a retrieval system, or transmission in any form or by any means, electronic, mechanical, photocopying, recording, or likewise. To obtain permission(s) to use material from this work, please submit a written request to Pearson Education, Inc., Permissions Department, 501 Boylston Street, Suite 900, Boston, MA, 02116, fax: (617) 671–2290, email: permissionsus@pearson.com

Library of Congress Cataloging-in-Publication Data
Foundations of American education : perspectives on education in a changing world / James A. Johnson ... [et al.]. — 15th ed.
p. cm.
ISBN-13: 978-0-13-701252-7
ISBN-10: 0-13-701252-7
1. Education—Study and teaching—United States. 2. Education—United States. 3. Teaching—Vocational guidance—United States. I. Johnson, James A.
LB17.F67 2011
370.973—dc22

2009042474

10 9 8 7 6 5 4 3 2 1

PEARSON

www.pearsonhighered.com

ISBN 13: 978-0-13-701252-7
ISBN 10: 0-13-701252-7

We dedicate this 15th edition to the memory of three great educators who (along with James A. Johnson) brought this text to life more than 40 years ago. The reflective philosophical thinking of *Harold W. Collins*, the insights from leadership theory, law, politics, and finance from *John H. Johansen*, and the strong social commitment focused on meeting the needs of all students from *Victor L. Dupuis* continue to permeate this text.

We miss these three colleagues but will never forget that their ideas laid the foundation for this extraordinary textbook.

James A. Johnson, Diann Musial, Gene E. Hall, and Donna M. Gollnick

PREFACE

This best-selling text prepares future teachers to meet the challenges of tomorrow's classrooms through its thorough coverage of the foundations of American education, including the historical, legal, philosophical, social, and practical aspects of education. The fifteenth edition has been revised to engage future teachers in examining their changing role and the role of schools in today's diverse society.

The subtitle of this text, *Perspectives on Education in a Changing World,* emphasizes that today's educators must consider, reflect, and respond to divergent ideas drawn from different disciplines of study, different points of view, different experiences, different contexts, and different voices. This text helps students analyze these divergent perspectives through academic disciplines that include history, philosophy, politics, sociology, and the law. These disciplines are important to educators and so the historical and philosophical chapters have been moved up in the fifteenth edition. Students must recognize their impact on important issues such as diversity, reform, and their personal educational philosophy. Students need to understand these foundational concepts in the beginning of their learning so they can apply them to each step of their development as professional educators.

NEW TO THIS EDITION!

- **Chapter 6** ***Place of Schools in Society*** – Students are introduced to the different roles that schools play in our society. This chapter discusses the culture of schools, school choice, school levels—at rural, suburban, and urban schools—and concludes with a discussion of effective schools.
- **Chapter 13** ***Becoming a High-Quality Teacher in a Changing World*** – Students explore the changing nature of education and the importance of learning through professional development and educational research to gain a better understanding of what it takes to become a high-quality teacher.
- **Reflect on Diversity feature** – Located in every chapter, these features allow students to read about real classroom situations dealing with diversity. Students can further examine these issues and apply their knowledge by going to this text's online resource, MyEducationLab, to answer questions and receive hints and feedback.
- **Integrated Coverage of Technology** – Students can now view technology as an integrated piece of the instructional and learning process rather than as a separate entity.
- **Integrated Coverage of Educational Trends** – Chapters conclude with a new *Looking Ahead* section that introduces students to educational trends related to each chapter topic. This awareness will help students think critically about educational issues now so they will be better equipped to make decisions in their future classrooms.
- **Integrated Diversity Discussion** – Students are introduced to the challenges and rewards of teaching in today's diverse classrooms in each chapter. Marginal icons indicate where this discussion occurs in each chapter.
- **MyEducationLab** – The text's online resource offers ready-made assignments and activities set in the context of real classrooms. Fully integrated within the text, MyEducationLab provides opportunities for reflection and practice in an easy-to-assign format. For a full description of this text's MyEducationLab, see pp. vii–ix.

WELCOME TO THE FIFTEENTH EDITION!

The fifteenth edition of *Foundations of American Education* has been updated to acknowledge the fast-paced world of information that influences today's students and schools. A teacher's identity emerges and evolves in response to these changes. This edition offers multiple opportunities for students to make sense of the changes in the world, to determine a reflective response to the present, and to adjust responses as new changes emerge. The fifteenth edition continues to prepare teachers for tomorrow's classrooms, today's diverse student population, and the emerging trends in education today.

此为试读,需要完整PDF请访问: www.ertongbook.com

Prepare Teachers to Succeed in Tomorrow's Classrooms

The fifteenth edition focuses on the importance of becoming a high-quality teacher in a changing world. Education constantly changes and teachers need to keep learning through professional development and to keep up with educational research to teach in tomorrow's classrooms. With two new chapters—Chapter 6 and Chapter 13—this new edition challenges students to be open to change and acknowledge the diversity in American schools today. An integrated discussion of trends in educational technology invites students to embrace new methods of instruction. Explore this content that helps prepare teachers to succeed in tomorrow's classrooms:

- **Chapter 6 *Place of Schools in Society***
- **Chapter 13 *Becoming a High-Quality Teacher in a Changing World***
- **Teacher Perspectives** – Students read about the opposing sides of an educational issue by two educators and are directed to this text's online resource—MyEducationLab—to determine their stance on these important topics.
- **Journal for Reflection** – Found in every chapter, these activities give students the opportunity to pause and reflect on chapter content and how it relates to their own experiences in the classroom.
- **Preparing for Certification** – Located at the end of every chapter, these activities provide sample questions for state teacher certification exams such as the Praxis exam.
- **School-Based Observation activities** – This end-of-chapter activity invites students to apply chapter content through focused observations. Students have a chance to connect to the schools and classrooms in which they will teach.
- **Portfolio Development activities** – Students are encouraged to create artifacts for their teaching portfolio.
- **MyEducationLab**

Prepare Teachers for Diverse Classrooms

The fifteenth edition introduces readers to diversity in every chapter with a new text feature and an integrated discussion of today's diverse classrooms. Students are introduced to the social and educational issues faced by a diverse nation and are given opportunities to think critically and reflect on these issues. Explore the following content that will help prepare teachers for diverse classrooms:

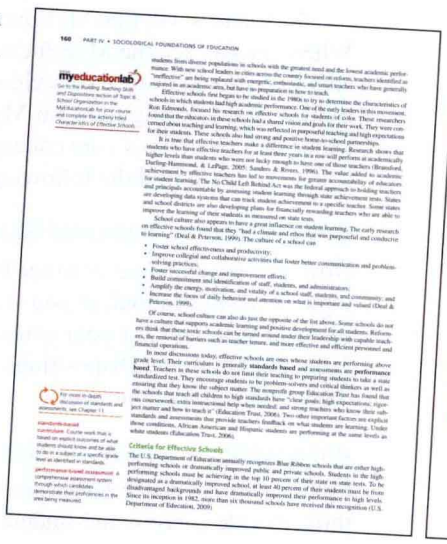
- **Reflect on Diversity feature**
- **Integrated Diversity Discussion**
- **Global Perspectives** – These features provide students with a better understanding of educational practices in other countries and how they compare to practices in the United States. *Questions for Reflection* invite students to think about the topic and tie it to their future educational practices and classrooms.

Provide Teachers the Opportunity to Experience Real Classrooms

MyEducationLab is an online resource that 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.
- **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.
  - **Reflect on Diversity**—Located in every chapter, this feature allows students to read about real classroom situations dealing with diversity. Students can further examine these issues and apply their knowledge by going to MyEducationLab to answer questions and receive hints and feedback.
  - **Teacher Perspectives**—This popular text feature highlights two educators presenting opposing sides of an issue related to chapter content. Through MyEducationLab assignments, students are encouraged to develop personal stances on the issue.



Understand and Learn About Current Issues in Education Today

The fifteenth edition includes an integrated discussion of trends and current hot topics in education today.

- **Integrated Coverage of Technology**
- **Integrated Coverage of Educational Trends**
- **Education in the News**—Every chapter begins with a real current news article from publications such as *NEA Today*, *Education Week*, and newspapers from across the country. The articles focus on educational issues and invite students to reflect on topics such as virtual schools, standardized testing, diverse classrooms, students and families, financing schools, and more.

PEARSON myeducationlab

The Power of Classroom Practice.

"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 the context of real classrooms and artifacts 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.

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

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 content to enhance the content coverage in your book.

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.

Book-Specific Resources

REFLECT ON DIVERSITY

Located in every chapter, students read a practical classroom situation dealing with diversity. Students can then apply their knowledge by going to this text's online resource, MyEducationLab, to answer questions where they receive hints and feedback.

TEACHER PERSPECTIVES

This popular text feature highlights two educators presenting opposing sides of an issue related to chapter content. Through MyEducationLab assignments, students are encouraged to develop a personal stance on the issue.

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:

- *Chapter Objectives* 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).

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 maximizing learning for all students. These instructor supplements are located on the Instructor Resource Center at **www.pearsonhighered.com**.

- **Instructor's Manual/Media Guide** 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.
- **Test Bank** includes multiple-choice, true/false, short answer, and essay questions, as well as case studies and alternative assessment. The test bank contains page references and answer feedback.
- **Pearson MyTest** is a powerful assessment generation program that helps intructors 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.

ACKNOWLEDGMENTS

We are sincerely grateful to the many colleagues, reviewers, and editors who have helped us over the years to make this text the most popular and widely used book in the field. We thank our publisher, Pearson, for its support and for enabling us to deliver the message that we as professional

educators deem crucial for the preparation of teachers. In particular, we thank Amy Nelson, our outstanding development editor, as well as Meredith Fossel, for her work as our acquisitions editor. We also thank our colleagues and other members of the academic community for their assistance. We sincerely thank our current reviewers for their help and guidance: Samuel Cotton, Ball State University; Thuy Dao Jensen, University of Southern Indiana; Veronica L. Estrada, University of Texas-Pan American; Erwin V. Johanningmeier, University of South Florida; Thomas A. Kessinger, Xavier University; Lillian B. Poats, Texas Southern University; Carol Scateva, Lewis University; Heidi Schnackenberg, State University of New York, Plattsburgh and Vykuntapathi Thota, Virginia State University.

Finally, we thank our families and friends for supporting us throughout the revision process and appreciate the comments and recommendations from the faculty and students who have used previous editions of this book. Their suggestions have led to a number of changes in the current edition. We encourage all our readers to provide feedback for improving future editions.

ABOUT THE AUTHORS

JAMES A. JOHNSON, professor of education emeritus at Northern Illinois University, has been an educator for more than thirty-five years, serving as a public school teacher, teacher educator, and university administrator. He has been coauthor of fourteen editions of *Foundations of American Education,* as well as author or coauthor of a dozen other college textbooks.

DIANN MUSIAL, professor emerita of foundations of education and Northern Illinois University Distinguished Teaching Professor, has taught middle school science and mathematics in Chicago, served as principal of an Individually Guided Education elementary school, and worked in industry as director of training. She has directed more than twenty state and federally funded staff development grants, developed countless performance assessments and test item banks, and coauthored *Integrating Science with Mathematics and Literacy: New Visions for Learning and Assessment* (Corwin Press, 2008) and *Foundations for Meaningful Educational Assessment* (McGraw Hill, 2009).

GENE E. HALL, professor of educational leadership at the University of Nevada at Las Vegas (UNLV), has served for more than thirty years as a teacher educator, researcher, and university administrator. He is active in assisting teacher education institutions in their efforts to become nationally accredited. He is also internationally known for his research on the change process in schools and other types of organizations. He is the lead architect of the widely used concerns-based adoption model (CBAM), which organizational leaders and staff developers employ in studying and facilitating the change process. In addition to coauthoring the last five editions of this text, he is coauthor of *Implementing Change: Patterns, Principles, and Potholes,* Third Edition (Allyn & Bacon, 2011).

DONNA M. GOLLNICK is senior vice president of the National Council for the Accreditation of Teacher Education (NCATE), where she oversees accreditation activities. She is also past president of the National Association for Multicultural Education (NAME) and is a recognized authority in multicultural education. In addition to her work in teacher accreditation, she has taught in secondary schools and coauthored four editions of this text. She is also coauthor, with Philip C. Chinn, of *Multicultural Education in a Pluralistic Society,* Eighth Edition (Merrill, 2009).

此为试读,需要完整PDF请访问: www.ertongbook.com

BRIEF CONTENTS

Part I • The Teaching Profession

Chapter 1 Teaching in a Changing World 2

Part II • Historical Foundations of Education

Chapter 2 The Early History of Education in a Changing World 28

Chapter 3 Historical Perspectives of Education 56

Part III • Philosophical Foundations of Education

Chapter 4 Philosophy: Reflections on the Essence of Education 78

Chapter 5 Building an Educational Philosophy in a Changing World 104

Part IV • Sociological Foundations of Education

Chapter 6 Place of Schools in Society 138

Chapter 7 Diversity in Society and Schools 166

Chapter 8 Students and Their Families 200

Part V • Governance, Organization, and Legal Foundations of Education

Chapter 9 Organizing and Paying for Education 232

Chapter 10 Legal Perspectives on Education 266

Part VI • Curricular Foundations of Education

Chapter 11 Standards, Assessment, and Accountability 302

Chapter 12 Designing Programs for Learners: Curriculum and Instruction 334

Chapter 13 Becoming a High-Quality Teacher in a Changing World 366

CONTENTS

Part I The Teaching Profession

Chapter 1 Teaching in a Changing World 2

EDUCATION IN THE NEWS: Heroes Every One 3

Today's Teachers 4
- The Importance of Teachers to Society 4
- The Public View of Teachers and Schools 5
- Who Teaches? 7
- Teacher Supply and Demand 8

GLOBAL PERSPECTIVES: TEACHING CHINESE TO AMERICAN STUDENTS 11

Teaching as a Profession 12
- Professional Responsibilities 12
- Professional Knowledge 12
- Professional Skills 13

REFLECT ON DIVERSITY: STUDENT BULLYING 13

Quality Assurance 14
- Accreditation 14
- Licensure 15
- Advanced Certification 16
- Standards 17
- No Child Left Behind 18

PROFESSIONAL DILEMMA: STANDARDIZED TESTS 18

Reflecting on One's Practice 18
- Systematic Observation 18
- Informal Note-Taking 18
- Analysis of Practice and Reflection 19
- Reflective Journaling 19
- Folio/Portfolio Development 19

Challenges Affecting Teachers 20
- Salaries in a Changing World 20
- Working Conditions 22

TEACHER PERSPECTIVES: SHOULD DISTRICTS OFFER SIGNING BONUSES TO ATTRACT NEW TEACHERS? 22

Beginning and Continuing a Teaching Career 23
- Becoming Licensed 23
- Searching for a Teaching Position 23
- Remaining a Teacher 23

Looking Ahead: The Teaching Profession 24

Summary 25 • Discussion Questions 26 • School-Based Observations 26 • Portfolio Development 26 • Preparing for Certification 26 • Websites 27 • Further Reading 27

Part II Historical Foundations of Education

Chapter 2 The Early History of Education in a Changing World 28

EDUCATION IN THE NEWS: Teaching Patriotism—With Conviction 29

The Beginnings of Education (to 476 CE) 30
- Non-Western Education 31
- Western Education 31

Education in the Middle Ages (476–1300) 32
- The Dark Ages (400–1000) 32
- The Revival of Learning 33

Education in Transition (1300–1700) 33
- The Renaissance 34
- The Reformation 34

Educational Awakening (1700) 35
- The Age of Reason 35

TEACHER PERSPECTIVES: IS "ABSTINENCE-ONLY" THE BEST SEX EDUCATION POLICY FOR SCHOOLS TO IMPLEMENT? 36
- The Emergency of Common Man 36

Evolving Perspectives of Education in Our Developing Nation 37
- Colonial Education 37

REFLECT ON DIVERSITY: RELIGIOUS BELIEFS IN THE CLASSROOM 39
- The Struggle for Universal Elementary Education 39
- The Need for Secondary Schools 40

GLOBAL PERSPECTIVES: EDUCATIONAL IDEAS BORROWED FROM AROUND THE WORLD 41
- The Evolution of Teaching Materials 41
- Technology and History 45

Meager Early Education for Diverse Populations 45
- Education of African Americans 45
- Education of Asian Americans 47
- Education of Hispanic Americans 48
- Education of Women 48

GLOBAL PERSPECTIVES: MARIA MONTESSORI 49

Private Education in America 50
- The Right of Private Schools to Exist 50

PROFESSIONAL DILEMMA: HOW CAN THE BUSY TEACHER KEEP UP WITH HISTORICAL AND CONTEMPORARY RESEARCH? 50
- Parochial Schools 51

The Important Role of Private Education in America 51
Understanding and Using Educational Historical Research 51

Looking Ahead: Learning from Educational History 52

Summary 52 • Discussion Questions 53 • School-Based Observations 54 • Portfolio Development 54 • Preparing for Certification 54 • Websites 55 • Further Reading 55

Chapter 3 Historical Perspectives of Education 56

EDUCATION IN THE NEWS: History of the Federal Role in Education 57

More Students and Bigger Schools 58

Enrollment Growth 58
Need for More Schools 58
Need for More Teachers 58
School District Consolidation 59
Growth of Busing 59
Bigger School Budgets 59
Rapid Curricular Growth and Changes 59

TEACHER PERSPECTIVES: IS TEACHING MANNERS A GOOD USE OF CLASSROOM TIME? 60

Growth of Special Education Programs 60
Researching Educational Information Using Today's Technology 61

The Development of the Teaching Profession 61

Increasing Federal Involvement 61
The Professionalization of Teaching 62

REFLECT ON DIVERSITY: TESTING STUDENTS FOR NCLB 62

Continued Importance of Private Schools 63
Home Schooling 63
Continuing/Adult Education 63
Evolution of Educational Testing 64

Changing Aims of Education 65

Committee of Ten 65
Seven Cardinal Principles 65
The Eight-Year Study 65
"Purposes of Education in American Democracy" 65
"Education for All American Youth" 66
"Imperative Needs of Youth" 66

Preparation of Teachers 66

Colonial Teachers 66

GLOBAL PERSPECTIVES: EUROPEAN BEGINNINGS OF TEACHER TRAINING 67

Teachers as Indentured Servants 67
Teaching Apprenticeships 68
Teacher Training in Academies 68
Normal Schools 68
State Teachers' Colleges 69
Changes in Mid-Twentieth-Century Teacher Education 69

Recent Trends in Education 70

New Emphases in Education 70

GLOBAL PERSPECTIVES: JEAN PIAGET 72

Educational Critics 72

PROFESSIONAL DILEMMA: CAN A KNOWLEDGE OF HISTORY HELP TO IMPROVE MULTICULTURAL EDUCATION? 73

Changing Public Perspectives on Education 73
Major Educational Events of the Past Century 73

Looking Ahead: Looking Back to Help Us Look Ahead! 74

Summary 74 • Discussion Questions 75 • School-Based Observations 75 • Portfolio Development 75 • Preparing for Certification 75 • Websites 76 • Further Reading 77

Part III Philosophical Foundations of Education

Chapter 4 Philosophy: Reflections on the Essence of Education 78

EDUCATION IN THE NEWS: Cheating Crisis in America's Schools: How It's Done and Why It's Happening 79

Structure and Methodology of Philosophy 80

The Branches of Philosophy 80
Thinking as a Philosopher 81

PROFESSIONAL DILEMMA: SHOULD MORALS AND VALUES BE TAUGHT IN PUBLIC SCHOOLS? 82

Technology and Philosophy 85

Schools of Philosophy and Their Influence on Education 87

Idealism 87
Realism 89
Pragmatism 91
Existentialism 93

Eastern and Native North American Ways of Knowing 95

Eastern Ways of Knowing 95

TEACHER PERSPECTIVES: SHOULD TEACHERS WEAR BUSINESS ATTIRE TO SCHOOL? 96

REFLECT ON DIVERSITY: CURRICULUM AND EASTERN WAYS OF KNOWING 97

GLOBAL PERSPECTIVES: THE FABRIC OF EASTERN WAYS OF KNOWING 98

Native North American Ways of Knowing 98

Looking Ahead: Increased Emphasis on the Development of Valued Dispositions 100

Summary 100 • Discussion Questions 101 • School-Based Observations 101 • Portfolio Development 102 • Preparing for Certification 102 • Websites 103 • Further Reading 103

Chapter 5 Building an Educational Philosophy in a Changing World 104

EDUCATION IN THE NEWS: Ethical Minds and Technology 105

The Dynamic Relationship between Philosophy and Education 106
What Does an Educational Philosophy Look Like? 107

Teacher-Centered Educational Philosophies 109
Essentialism 109
Behaviorism 110
Positivism 111

PROFESSIONAL DILEMMA: ADJUSTING THE ATTITUDE OF LEARNERS 112

Student-Centered Educational Philosophies 113
Progressivism 114
Humanism 115
Constructivism 117

Developing Your Own Philosophy of Education 118
Classroom Organization 120
Motivation 122
Classroom Management and Discipline 123
Classroom Climate 126

REFLECT ON DIVERSITY: CLASSROOM MANAGEMENT 126
Personal Learning Focus 128
Technology and Educational Philosophy 128

Your Philosophy of Education Beyond the Classroom 129
Teachers as Change Agents 129
Teachers as Leaders 130

TEACHER PERSPECTIVES: SHOULD TEACHERS EXPRESS THEIR VIEWS ON CONTROVERSIAL TOPICS IN CLASS? 131
GLOBAL PERSPECTIVES: THE WORLD AS A CLASSROOM 133

Looking Ahead: Increased Support for Charter and Magnet Schools 133
Summary 133 • Discussion Questions 135 • School-Based Observations 135 • Portfolio Development 135 • Preparing for Certification 135 • Websites 137 • Further Reading 137

Part IV Sociological Foundations of Education

Chapter 6 Place of Schools in Society 138

EDUCATION IN THE NEWS: More Valley Students Signing Up for Virtual Schools 139

Roles of Schools 140
Citizenship 140

GLOBAL PERSPECTIVES: CITIZENSHIP EDUCATION IN AUSTRALIA 141
Workforce Readiness 142
Academic Achievement 143
Social Development 143
Cultural Transmission 143

Culture in Schools 144
Common Culture 144
Cultures of Families 145
Cultural Values 145

TEACHER PERSPECTIVES: SHOULD TEACHERS BE REQUIRED TO TAKE DIVERSITY TRAINING? 146
School Culture 147
Partnering with the Community 147

School Choices 148
Public Schools 148
Private Schools 150
Home Schooling 152
Virtual Schools: Crossing Boundaries with Technology 152

School Levels 152
Early Childhood Education 152

PROFESSIONAL DILEMMA: WHAT HAS HAPPENED TO PLAY? 153
Elementary Schools 154
Middle Level Education 154
High Schools 155

School Locations 155
Rural Communities 156
Suburban Communities 157
Urban Communities 158

REFLECT ON DIVERSITY: MAKE ME LEARN 159

Effective Schools 159
Criteria for Effective Schools 160

Looking Ahead: Greater Accountability for Student Learning 161
Summary 161 • Discussion Questions 162 • School-Based Observations 162 • Portfolio Development 163 • Preparing for Certification 163 • Websites 164 • Further Reading 164

Chapter 7 Diversity in Society and Schools 166

EDUCATION IN THE NEWS: For Students, Diversity Still Is Daily Lesson: Changing Ethnic Makeup Teaches Some to Beat Prejudice 167

Socioeconomic Status 168
Social Stratification 168
Class Structure 168

Poverty 169
Impact of Poverty and Low Income on Academic Achievement 171
Race and Ethnicity 172
Race 172
Ethnicity 172
Racial and Ethnic Disparities in Education 175
Teaching from a Cultural Context 175
REFLECT ON DIVERSITY: TEACHING THE TRUTH 176
Language 176
Language Diversity 176
Dialectal Diversity 177
Education for Language Diversity 177
Gender 179
Differences between Females and Males 179
TEACHER PERSPECTIVES: SHOULD ALL STUDENTS BE BILINGUAL? 180
Gender-Sensitive Education 182
Title IX 182
Sexual Orientation 183
Exceptionalities 184
Inclusion 185
PROFESSIONAL DILEMMA: INCLUSION OF STUDENTS WITH DISABILITIES 185
Disproportionate Placements 186
Response to Intervention 186
Religion 187
Multicultural Education 189
GLOBAL PERSPECTIVES: HISTORY CURRICULUM IN RWANDA 189
Incorporating Diversity 190
Providing Social Justice 191
Ensuring Equality 192
Looking Ahead: Teachers as Social Activists 193
Thinking Critically 193
Modeling Equity in the Classroom 193
Making Schools Democratic 194
Teaching for Social Justice 195
Summary 195 • Discussion Questions 197 • School-Based Observations 197 • Portfolio Development 197 • Preparing for Certification 198 • Websites 199 • Further Reading 199

Chapter 8 Students and Their Families 200
EDUCATION IN THE NEWS: Grant from Toyota Funds Program at Elementary Schools 201
Today's Families 202
PROFESSIONAL DILEMMA: FAMILY DIVERSITY 203
Parenting 203
Socioeconomic Status 203
Children Left Alone after School 207
Communicating with Families 208
Dangers Children Face 209
Child Abuse 209
Sexual Harassment 210
Other Violence 211
Challenges of Growing Up 214
Sexuality and Pregnancy 214
Substance Abuse 215
Economic Realities 216
Prejudice and Discrimination 217
Prejudice 218
Discrimination 219
Racism 219
GLOBAL PERSPECTIVES: COMING TO JUSTICE 219
Sexism and Other "Isms" 221
Engagement in School 221
Leaving School Early 221
TEACHER PERSPECTIVES: IS RETENTION BETTER THAN SOCIAL PROMOTION FOR STUDENTS? 222
Resiliency 224
REFLECT ON DIVERSITY: WHY BOTHER? 224
Equality of Access 225
Access to Technology 225
Looking Ahead: Greater Access to Quality Education 227
Summary 228 • Discussion Questions 229 • School-Based Observations 229 • Portfolio Development 230 • Preparing for Certification 230 • Websites 231 • Further Reading 231

Part V Governance, Organization, and Legal Foundations of Education

Chapter 9 Organizing and Paying for Education 232
EDUCATION IN THE NEWS: Panel Approves School Finance Overhaul 233
School Districts: Organization and Finances 234
School District Organization 234
School District Expenditures 237
The Organization of Schools 237
The School Organization Chart 238
Innovations in School Organization 240
Organization of Education at the State Level 241
State Board of Education 241
Chief State School Officer 242
State Department of Education 242
State Legislature 243
Governors 244
Sources of Revenue for Schools 244
System of Taxation and Support for Schools 245

State Differences in the Funding of Education 246
State Sources of Revenue 246
Recent Challenges to School Finance within the States 248
Entrepreneurial Efforts to Fund Education 249
TEACHER PERSPECTIVES: SHOULD SCHOOLS ACCEPT CORPORATE ADVERTISING AND SPONSORSHIP? 250
State Aid 250
REFLECT ON DIVERSITY: ROBIN HOOD TAX LAWS 251
GLOBAL PERSPECTIVES: INTERNATIONAL COMPARISONS: EXPENDITURES PER STUDENT AS AN INDICATOR 252
The Federal Government's Role in Education 253
Leadership 253
The U.S. Department of Education 254
Educational Programs Operated by the Federal Government 254
No Child Left Behind 254
Federal Aid 256
Technology and School Administration 257
Politics and Accountability in Education 257
Politics: Neither Positive nor Negative 258
Politics across the Education System 258
School Politics 259
PROFESSIONAL DILEMMA: WHAT IS THE APPROPRIATE ROLE FOR TEACHERS WHEN THE POLITICS GET ROUGH? 259
Accountability 260
Looking Ahead: The Continuing Challenge of Funding Education 261
Summary 262 • Discussion Questions 263 • School-Based Observations 263 • Portfolio Development 263 • Preparing for Certification 264 • Websites 264 • Further Reading 265

Chapter 10 Legal Perspectives on Education 266
EDUCATION IN THE NEWS: Teacher Fired for Inappropriate Behavior on MySpace Page 267
Legal Aspects of Education 268
Legal Provisions for Education: The U.S. Constitution 269
Church and State 271
Segregation and Desegregation 276
Equal Opportunity 278
Opportunities for Students with Disabilities 279
Teachers' Rights and Responsibilities 281
Conditions of Employment 282
Right to Bargain Collectively 284
GLOBAL PERSPECTIVES: LEGAL ASPECTS OF EDUCATION IN OTHER COUNTRIES 285
Academic Freedom 285
Teacher Responsibilities and Liabilities 288
Teacher and Student Uses of Technology and the Law 289
E-Mail 289
Social Networking Risks 290
Cheating with Technology 290
Students' Rights and Responsibilities 290
Students' Rights as Citizens 290
REFLECT ON DIVERSITY: WHAT IF YOUR STUDENT'S MOTHER IS UNDOCUMENTED? 291
Students' Rights and Responsibilities in School 294
TEACHER PERSPECTIVES: SHOULD STUDENTS BE SUSPENDED FOR INAPPROPRIATE DRESS? 295
Looking Ahead: The Evolving Legal Aspects of Education 298
Summary 299 • Discussion Questions 299 • School-Based Observations 300 • Portfolio Development 300 • Preparing for Certification 300 • Websites 301 • Further Reading 301

Part VI Curricular Foundations of Education

Chapter 11 Standards, Assessment, and Accountability 302
EDUCATION IN THE NEWS: High Marks for Schools May Become Hard to Get 303
Education Standards 304
Conceptions of Standards 305
Content Standards 306
21st Century Knowledge and Skills Framework 307
Federal Role in Standards 309
The Future of Standards-Based Education 309
Assessment 310
What Is Assessment? 310
Purposes of Assessment 310
Types of Assessments 312
REFLECT ON DIVERSITY: USING ASSESSMENTS FOR LEARNING 313
Performance Assessments 314
PROFESSIONAL DILEMMA: DEVELOPING PERFORMANCE ASSESSMENTS 314
Professional Aspects of Good Assessments 317
Accountability 320
Using Technology to Track Student Learning 321
International Comparisons 322
GLOBAL PERSPECTIVES: THE SUCCESS OF SOUTH KOREA 324
Testing Challenges 324
Equity within Accountability 326

此为试读,需要完整PDF请访问: www.ertongbook.com