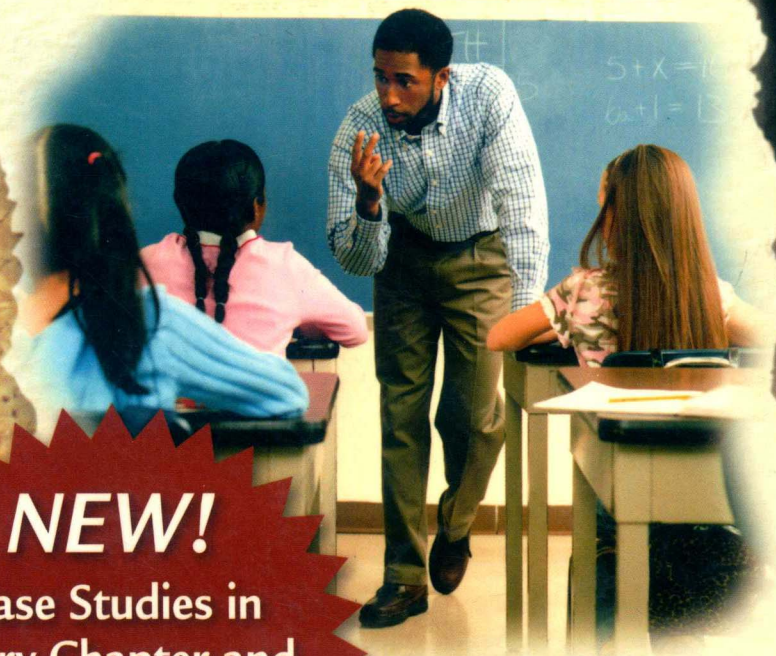


**NEW!**
Case Studies in Every Chapter and Guide to Preparing for Certification

# Education
## THE PRACTICE AND PROFESSION OF TEACHING

*Fifth Edition*

Robert F. McNergney
Joanne M. McNergney

FIFTH EDITION

# Education

## The Practice and Profession of Teaching

**Robert F. McNergney**
University of Virginia

**Joanne M. McNergney**
University of Virginia

ALLYN AND BACON
Boston New York San Francisco
Mexico City Montreal Toronto London Madrid Munich
Paris Hong Kong Singapore Tokyo Cape Town Sydney

*Executive Editor and Publisher:* Stephen D. Dragin
*Series Editorial Assistant:* Meaghan Minnick
*Senior Development Editor:* Virginia Blanford
*Marketing Manager:* Tara Kelly
*Editorial Production Administrator:* Paula Carroll
*Editorial Production Service:* Linda Zuk / Publishers' Design and Production Services, Inc.
*Composition Buyer:* Linda Cox
*Manufacturing Buyer:* Megan Cochran
*Electronic Composition:* Publishers' Design and Production Services, Inc.
*Interior Design:* Joyce C. Weston
*Photo Researcher:* Katharine S. Cook
*Cover Administrator and Designer:* Kristina Mose-Libon

For related titles and support materials, visit our online catalog at www.ablongman.com.

Copyright © 2007 Pearson Education, Inc.

All rights reserved. No part of the material protected by this copyright notice may be reproduced or utilized in any form or by any means, electronic or mechanical, including photocopying, recording, or by any information storage and retrieval system, without the written permission of the copyright owner.

To obtain permission(s) to use material from this work, please submit a written request to Allyn and Bacon, Permissions Department, 75 Arlington Street, Boston, MA 02116 or fax your request to 617-848-7320.

Between the time website information is gathered and then published, it is not unusual for some sites to have closed. Also, the transcription of URLs can result in typographic errors. The publisher would appreciate notification of where these errors occur so they can be corrected in subsequent editions.

A previous edition was published under the title *Foundations of Education: The Challenge of Professional Practice,* copyright © 2004, 2001, 1998, 1995 by Pearson Education, Inc.

Library of Congress Cataloging-in-Publication Data
McNergney, Robert F.
Education : the practice and profession of teaching / Robert F. McNergney, Joanne M. McNergney.—5th ed.
p. cm.
Rev. ed. of : Foundations of education. 4th ed. 2004.
Includes bibliographical references and index.
ISBN 0-205-48558-8
1. Teaching—Vocational guidance—United States. 2. Education—United States. I. McNergney, Joanne M. II. McNergney, Robert F. Foundations of Education. III. Title.

LB1775.2.M32 2006
370.973—dc22 2005055583

Printed in the United States of America
10 9 8 7 6 5 4 3 2 RRD-OH 10 09 08 07

Photo credits appear on page 461, which constitutes a continuation of the copyright page.

*To our parents,*
*Quentin and Thelma McNergney,*
*and Elmore and Arvilla May,*
*and to our children,*
*Erin, Jonathan, Carrie, Andrew, and Mimi,*
*with love and respect.*

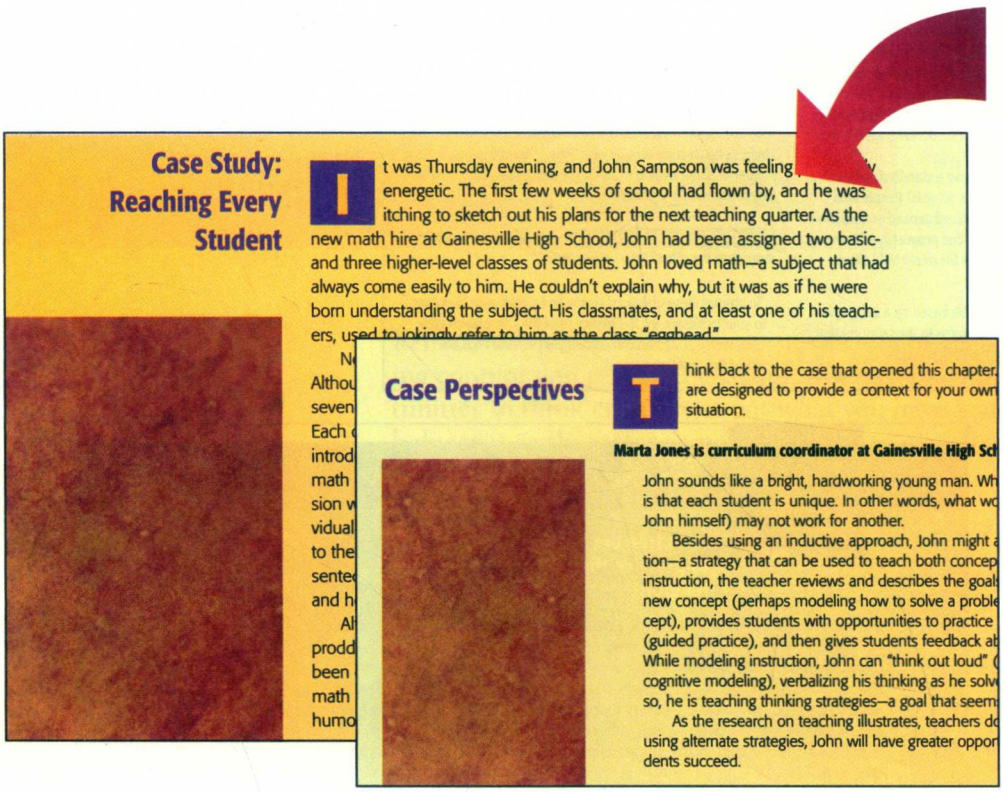
# Preface

The nature of classrooms and the demands on teachers are changing almost daily. Increasingly, teachers are being held accountable for results achieved by their students. Now more than ever future teachers must be able to hit the ground running as true education professionals—acquiring teaching knowledge and using it to solve real problems. The future of education in America belongs to those who can exercise their judgment intelligently and with courage to help others learn.

All professionals, regardless of their field, develop their expertise by acquiring and applying specialized knowledge. For teachers, this means mastering fundamental concepts of education in the United States and understanding the complexities of their own classrooms, schools, school districts, and communities. To do so teachers must understand the diversity of resources available to them and be able to employ these resources at appropriate times in appropriate ways.

There is no one best way to help students learn. The fifth edition of *Education: The Practice and Profession of Teaching* reinforces this important idea by introducing a wealth of knowledge via **case studies** and **case-based analyses.** These tools will help you apply what you learn to real life.

In addition to authentic classroom experiences in cases and case-based analyses, this text provides practical examples of technology use in the classroom, lessons teachers have learned about dealing with the influences of diversity and culture, and numerous parameters defining the legal context of teaching. Here's what you will find.




**Case Studies, Case Perspectives, and Questions for Reflection.** Research supports the notion that students of teaching can learn to apply foundational educational knowledge most readily through a case study method. Every chapter opens with a brief case or an authentic moment showing real teachers confronting important issues. And every chapter ends with Case Perspectives—comments from educators and other experts—that provide context for your own analysis of each case in Questions for Reflection. How might you respond to the situations that these teachers are facing?



此为试读,需要完整PDF请访问: www.ertongbook.com

**Cultural Awareness: Lessons Learned.** Every classroom is different from every other classroom in one way or another. Listen to stories from real teachers about what they have encountered—and what they have learned.

## Cultural Awareness: Lessons Learned

**Betsy Rogers, a twenty-year veteran from Alabama, was named National Teacher of the Year in 2003. When she returned to teaching a year later, Ms. Rogers elected to work at one of the neediest schools in Alabama. The experience was the beginning of her "metamorphosis." Believing she had the power to turn the school around, Ms. Rogers came to the school with a self-proclaimed Mighty Mouse attitude: "Here I come to save the day!" Teachers resented her attitude, and Ms. Rogers realized she knew nothing about what it means to work in a school marked by a culture of failure:**

My first reality check came the day I had to attend a meeting of schools labeled Tier I. Previously this label had been High Priority School and before that Low Performing. When I was sitting in this room with the others from the area schools, I had several reactions. First, I was embarrassed to be there. I wanted to stand up and say, "This is my first year at this school, I did not do this!" Then I felt this great sense of frustration and I realized this is how the teachers in my school have felt for so long. I do not know how they have survived. I felt ashamed of what I expected from the teachers because I do not know if I could have continued to work with this burden on me. Labeling a school as failing is devastating to one's soul and creates such a depressed climate. . . . I began to understand this negative climate takes its toll on you physically. . . .

Daily I question[ed] myself, "Am I the right person to work at this school? Can I really help and have [an] impact? Do I have what it takes? Can teachers who have been recognized for their work be accepted in hard-to-staff schools?" I do not know the answers to the questions, I just know that I want to be in this school. I want to help create a positive culture that will enable the students and teachers to overcome this label of failure. I also have learned the key to this change of climate lies within the teachers at my school, not me.

**Question for Reflection:** **What kinds of experiences have you had that might enable you to teach in an educational culture that is quite different from the one you have experienced?**

**To answer this question online and e-mail your answer to your professor, go to Chapter 1 of the Companion Website (www.ablongman.com/mcnergney5e) and click on Cultural Awareness.**

*Source:* **Rogers, B. (2005). Teacher of the Year. Teacher Magazine. Available online: http://blogs.edweek.org/teachers/brogers/.**

## Voices Pro and Con

### To Standardize or Not to Standardize the Curriculum?

Some educators and community members argue for a move "back to the basics" in public education. They advocate a common or standardized curriculum to ensure that all students learn the same information and skills. They resist attempts to replace traditional subject matter with courses that are based on real-life experiences and are problem-focused.

Other people support efforts to expand and diversify public school curriculum to "meet students' needs." They believe traditional curriculum and teaching–learning methods breed conformity and simply do not work for children who fall outside an imaginary band of "average" and "above-average" students. Basics, they argue, require and reinforce conformity. The diversity of our population and the rapidly changing, technologically rich society in which we live demand a responsive, flexible curriculum.

Should American public schools have a standardized curriculum, at least in elementary and middle schools? People who support standardization are typically characterized as conservative. Those who oppose it might be called progressive. However, different people from various walks of life might hold either position.

**Pro** A child's education should not be based on a geographical roll of the dice. You should have access to the same content regardless of the town or state in which you reside.

If we are to stand together as a nation, we need a common conception of what it means to be a citizen of the United States of America. The only way we can get that is to have a standardized curriculum.

There is too much variation in what teachers choose to teach and how they have students spend their time. Students who most need help mastering the knowledge and skills for which they will be held accountable later are cheated by differing expectations.

**Con** Many students do not even speak English, and many more have disabilities. They cannot be expected to learn the same content that typical students learn.

What it means to be an American is that we respect each other's right to be different. We don't need to force conformity in the curriculum to feel and act like Americans.

Who is to say what should constitute a standardized or common curriculum? Teachers are professionals. They know their students better than anyone else. Society should welcome their judgment about what is to be taught and learned and trust that judgment when it is offered.

**Questions for Reflection:** Do you favor one position more than the other? Why or why not?

To answer these questions online and e-mail your answers to your professor, go to Chapter 10 of the Companion Website (www.ablongman.com/mcnergney5e) and click on Voices Pro and Con.

**Voices Pro and Con.** What are the hot topics, the big issues in education today? What are the arguments? Listen to the voices that are making the arguments—then decide for yourself.

**Teachers and the Law.** We live in a litigious society. How do teachers fit in? What are the legal rights and responsibilities of educators? Learn about how laws affect teachers' daily lives.

## Teachers and the Law

### How free are teachers to practice their religion?

The courts have had much to say about the Establishment Clause of the Constitution as it applies to students' religious practice in schools. The subject of a teacher's religious practice, however, comes up far less frequently. Historically, others' judgments of teachers' moral rectitude and their outwardly religious tendencies were matters of great concern to the community. Teachers were hired and fired based on the examples they set for their students.

Teachers' religious beliefs and practices are beginning to reemerge as issues of concern in various communities across the nation. Does the Roman Catholic teacher in a public school who wears ashes on her forehead on Ash Wednesday act in accordance with the law? Is it permissible in the eyes of the law for a teacher to wear a Jesus bracelet so that it is visible to students? Can a Sikh teacher wear a turban as he teaches his physics class, or a Jewish teacher wear a yarmulke in world history class? Do such behaviors constitute an endorsement of particular religions by the school systems that employ these teachers?

In some instances, the courts have ruled that public school authorities may legally prohibit the wearing of religious clothes or symbols while in the performance of teaching duties. In other cases the courts have ruled that only a teacher's repeated display of religious clothes and symbols might be deemed objectionable.

These and other issues are often covered in a teachers' handbook or policy manual. Be sure to ask about such material when you get your first job.

**Technology in Practice.** We are surrounded in almost every aspect of our lives by incredibly powerful technologies. But how can these technologies be used to enhance learning? These examples show how classroom teachers are using technology in creative ways.

## Technology in Practice

### Accessing History

With the click of a computer mouse, Tina Schuster's students travel through history. Although she uses textbooks, videos, and other traditional materials, technology is a key component of Schuster's curriculum. In 2005 she was awarded the Virginia Governor's Innovative Technology Award for her dedication to integrating technology into her U.S. history and government classes at Fluvanna County High School.

Her students use technology to view and compare campaign advertisements, search a Civil War database, create a timeline of U.S. history, take virtual field trips and research and write a bill, which they electronically exchange with high school students around the nation. She teaches more than history, Schuster said. Incorporating technology into the curriculum prepares her students for the future. "Technology is already so integrated in life outside of school," Schuster said. "If we expect our students to be competitive, I feel that we have to provide opportunities for them to see technology in use." (Mayhew, 2005)

**Questions for Reflection:** If you were to use technology to teach history, what student outcomes would you hope to achieve? How might you judge student progress in the short term?

To answer these questions online and e-mail your answers to your professor, go to Chapter 5 of the Companion Website (www.ablongman.com/mcnergney5e) and click on Technology in Practice.

## Issues in School Reform

### School Consolidation

Over the past several decades, one trend in the United States has been to consolidate small schools. In 1930 there were more than 247,000 public schools, compared to over 95,000 today.

Rural communities have tried to meet fiscal shortfalls by consolidating schools. As a response to a century-old pattern of rural decline, school consolidation has been one of American education's longest-lasting reform efforts. By combining schools, proponents argue it is possible to cut administrative and facilities expenses while still offering students a broad curriculum.

In recent years, many communities have resisted consolidation, because they like knowing and working closely with a small number of administrators and teachers. Moving their children to a larger, more distant school means parents will have less say in the day-to-day running of schools (Schwisow, 2002). Parents also contend that, although money may be saved by closing school buildings, additional transportation expenses may more than offset savings. Furthermore, the prospect of having their children spend excessive amounts of time riding buses to and from school has encouraged many parents to speak out against consolidation.

Another factor contributing to resistance to consolidation is the "small school advantage." A growing body of research suggests that small schools help students develop strong relationships with teachers and colleagues, promote greater student and parent involvement, and foster a positive school culture (Wasley et al., 2000).

**Question for Reflection:** If you were a teacher in a small school, what are some of the factors that might prompt you to support or resist school consolidation?

To answer this question online and e-mail your answer to your professor, go to Chapter 7 of the Companion Website (www.ablongman.com/mcnergney5e) and click on Issues in School Reform.

**Issues in School Reform.** Education is always changing—just like the society around it. This recurring feature highlights some major trends.

**Reflective Practice.** A mini-case at the end of each chapter integrates the foregoing content and relates the issues raised to INTASC principles. You have opportunities to think critically about what you have learned. This capstone activity helps you apply professional knowledge to classroom contexts.

And, at the end of each Part,

- **Timelines** provide a snapshot of important educational events.
- **Online Activities** encourage you to investigate questions using the Internet.
- **Developing a Professional Portfolio** helps you plan and document your professional development.

In addition to all these features, you will also find, at the beginning of this text, the *Allyn & Bacon Guide to Preparing for Certification,* a practical tutorial of FAQs, test-taking tips, and sample text questions drawn from various national and state licensure exams. The *Guide* will help you prepare to take either the PRAXIS exam or a state certification test.

## How Is This Book Organized?

*Education: The Practice and Profession of Teaching* is organized into five parts. This organizational structure reflects a contemporary view of teaching as a profession. The demands in today's U.S. schools require future teachers both to possess foundational knowledge about education and teaching and to be able to apply it. Teachers must also understand links among fundamental topics as they are defined both locally and globally. The organization of this fifth edition will help you achieve these goals.

Part One, Teaching from the Inside Out, explains the foundations of teacher professionalism and includes an introduction to teaching as a profession, an overview of school and classroom challenges, and a discussion of the richness of classroom cultures.

The chapters of Part Two, Our Educational Heritage, illustrate how history and philosophy have defined education in the United States and present the origins of ideas and values that make American education what it is today—and what it will be tomorrow.

Part Three, Education from the Outside In, explains why it is important for teachers to understand how schools compare, how they are managed by school leaders and governed by law, and why appropriate financing is critical to their success.

In Part Four, Helping Students Succeed, we explore the new emphasis on standards and assessment and how this affects the teaching profession, as well as how teachers integrate what they know about curriculum and instruction to increase the chances that students will succeed in their classrooms.

Finally, Part Five, A Connected Future, stretches beyond our borders to consider international and global education and anticipates an exciting future for education professionals in an increasingly interdependent world.

Throughout, the Case Studies that begin each chapter and the Case Perspectives and Questions for Reflection that end them underline the goal of this book—to help you become a successful teacher in an ever more complex world.

## Supplements for Instructors and Students

### Supplements for Instructors

- **Instructor's Resource Manual with Test Bank** includes a wealth of interesting ideas and activities designed to help instructors teach the course. Each chapter includes a chapter overview and an annotated lecture outline that provides examples, discussion questions, and student activities. The test bank includes hundreds of questions, including multiple choice questions, essay questions, case studies, and alternative assessments that are designed and correlated to reflect the content of the textbook.
- **Computerized Test Bank** The printed test bank is also available electronically through our computerized testing system, TestGenEQ.
- **Allyn & Bacon Interactive Video: Issues in Education** features news reports from around the country on topics covered in the text. An accompanying instructor's guide outlines teaching strategies and discussion questions to use with the clips.
- **Allyn & Bacon Tranparencies for Foundations of Education/Introduction to Teaching, 2005,** is a set of one hundred acetate transparencies related to topics in the text.
- **Online Course Management** Powered by Blackboard and hosted nationally, Allyn & Bacon's own course management system, **Course Compass,** helps you manage all aspects of teaching your course and features pre-loaded content to support Foundations of Education and Introduction to Teaching courses. For colleges and universities with **Blackboard ™** licenses, special course management packages are available in this format as well.

### Supplements for Students

- **MyLabSchool** is a collection of online tools for your success in this course, your licensure exams, and your teaching career. Visit www.mylabschool.com to access the following:
  - Video cases from real classrooms
  - Help with your research papers using Research Navigator
  - Career Center with resources for:
    - Praxis exams and licensure preparation
    - Professional portfolio development
    - Job search and interview techniques
  - Allyn & Bacon's Lesson and Portfolio Builder application
- The **Companion Website** built to accompany this text provides free access to a wealth of features and activities designed to help you with your studies, including Practice Tests, Flash Cards,

and additional Web activities. Students can also access an **Interactive Timeline** that highlights the people and events that have shaped education throughout history, as well as select *New York Times* articles through **Themes of the Times.**

Colorful, affordable, and packed with useful information, Allyn & Bacon's **Study Card for Introduction to Education** makes studying easier, more efficient, and more enjoyable. Course information is distilled down to the basics, helping you quickly master the fundamentals, review a subject for understanding, or prepare for an exam. Because they're laminated for durability, you can keep this Study Card for years to come and pull it out whenever you need a quick review.

## Acknowledgments

We thank the people who devoted their time and applied their expertise to this fifth edition. The following reviewers provided suggestions along the way:

Colleen Hardy (Evangel University), Mickey Maddox (Athens State University), Anne L. Pierce (Hampton University), and Kandace Williams (The University of North Carolina at Charlotte).

We have always appreciated the support of our colleagues at Allyn and Bacon. Nancy Forsyth, President, demands and gets the highest quality from everyone associated with this project. Steve Dragin, Executive Editor, has a keen sense of what readers want and need. Ginny Blanford, Senior Development Editor, has worked diligently and effectively to bring this fifth edition into print. We thank them and all the other members of the A&B team.

We owe much to our students at the University of Virginia. They are bright, good people without whom our lives would be greatly diminished. Jane Cole helped with the gritty details on this edition. Other undergraduate and graduate students have kept us honest by challenging us to think and communicate clearly. Because they drop by unexpectedly, one of us feels compelled to clean his office on occasion—a consequence for which we are both thankful.

## About the Authors

**Robert F. McNergney,** professor in the Curry School of Education at the University of Virginia, has also been a faculty member at State University of New York, Potsdam, and University of Minnesota, Minneapolis. He has taught and coached in public schools in Iowa and Vermont. Co-author of three books and editor of four, his writing has appeared in the *Handbook of Research on Teacher Education, Educational Researcher, Journal of Teacher Education,* the *Washington Post,* and the *New York Times.* McNergney co-authored the Research Clues column for *NEA Today* for three years. He has chaired the Technology Committee for the American Association of Colleges for Teacher Education and has written the technology column for *AACTE Briefs.* He has served as secretary of Division K in the American Educational Research Association and as editor of the *Division K Newsletter.* He has chaired the Commission on Case-Method Teaching and Learning for the Association of Teacher Educators. McNergney teaches courses in foundations, evaluation, writing for publication, and research on teaching. He is co-founder and president of CaseNEX, LLC, a spin-off company from the University of Virginia that provides online professional development for teachers and school administrators.

**Joanne M. McNergney** is a professor in the Department of Curriculum, Instruction, and Special Education and Assistant Dean of Admissions at the Curry School of Education, University of Virginia. She teaches courses in curriculum, instruction, assessment, and educational foundations.

A former teacher in the Charlottesville Public Schools, Charlottesville, Virginia, Joanne McNergney has fifteen years' experience working with children in grades K-4. Her writings have been published in the *Journal of Personnel Evaluation in Education, Journal of Research and Development in Education, Journal of Information Technology for Teacher Education, Journal of Curriculum and Supervision,* and *Journal of Teacher Education.*

# Brief Contents


## I. Teaching from the Inside Out 1

1. A Teacher's Role 2
2. Challenges Teachers and Schools Face 30
3. The Richness of Classroom Cultures 60

## II. Our Educational Heritage 91

4. Education in America: The Early Years 92
5. Education in America: Then and Now 124
6. Why Teachers Behave As They Do 158

## III. Education from the Outside In 185

7. Where Teachers Work: Schools 186
8. Leading, Governing, and Funding Schools 216
9. The Influence of the Law 250

## IV. Helping Students Succeed 287

10. Curriculum and Instruction 288
11. Recognizing Educational Success: Standards and Assessment 324

## V. A Connected Future 353

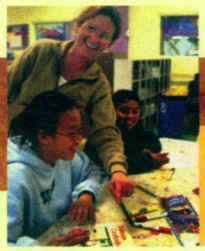
12. A Global Educational Context 354
13. What Lies Ahead 388

# Contents

**Features** xv

**Preface** xvii

## Part I. Teaching from the Inside Out 1



### 1. A Teacher's Role 2

Case Study: Investigating Professionalism 2

**Is Teaching a Profession? 4**
Teaching Is a Profession 5 / Teaching Is a Semiprofession 5

**How Are Views of Teaching Changing? 7**

■ **Technology in Practice:** Thinking and Behaving Like a Professional 8
A View of Teaching as Basic Professional Competence: INTASC 9

**What Career Issues Do Beginning Teachers Face? 10**
Teacher Licensure 10 / Availability of Jobs 12 / Teacher Salaries 14 / Successfully Performing Responsibilities 15

**How Are Teachers Evaluated? 15**
Competency Testing 17 / Performance Evaluations of Teachers 18 / Portfolios 19 / National Teacher Examinations: The Praxis Series™ *19*

**How Are Teachers Supported and Rewarded? 20**
Mentoring Programs 20

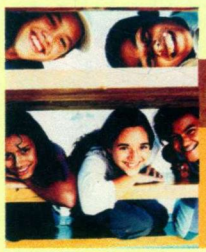
■ **Cultural Awareness:** Lessons Learned 20
Career Ladders and Merit Pay 21 / National Certification 22

**How Do Teachers Demonstrate Professional Leadership? 22**
Advanced College Degrees 22 / Working with Professional Organizations 23

■ **Teachers and the Law:** Must teachers pay union dues if they are not members? 23

Meeting the Challenges of Professional Practice 25

*Case Perspectives* 25 / *Summary* 27 / *Terms and Concepts* 27 / *Reflective Activity: Choosing a Teaching Path* 27 / *Additional Readings* 28 / *Web Resources* 28



### 2. Challenges Teachers and Schools Face 30

Case Study: School Violence 30

**What Are Society's Expectations for Schools? 32**

**How Does Poverty Place Students at Risk of School Failure? 33**

**How Can Schools Intervene to Help Students at Risk? 35**
Providing Early Intervention Programs 36 / Keeping Students in School 38 / Providing Compensatory Education 38 / Providing Before- and After-School Programs 39 / Using the Arts to Engage Children 40 / Providing Mentors and Tutors 40

**How Can Schools Get Parents Involved in Their Children's Education? 41**
Implementing Parental Involvement Programs 41 / Providing Family Services through Full-Service Schools 42

**How Can Schools Reduce Risks That Threaten Children's Health and Safety? 43**

■ **Teachers and the Law:** What rights and responsibilities do teachers have in protecting students' online privacy? 44



此为试读，需要完整PDF请访问：www.ertongbook.com

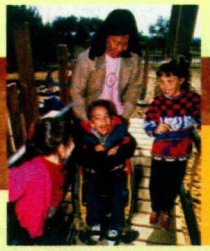
Preventing and Curing Childhood Obesity 45 / Preventing Child Abuse and Neglect 46 / Preventing and Responding to Teen Pregnancy 47

■ **Technology in Practice: Stopping Online Predators 48**

■ **Issues in School Reform: No Name-Calling 49**

Preventing the Spread of AIDS and Other Communicable Diseases 49 / Preventing Suicide and Accidental Injury or Death 52 / Preventing School Violence 53 / Preventing Substance Abuse 55

*Case Perspectives 56 / Summary 57 / Terms and Concepts 58 / Reflective Activity: The Achievement Gap 58 / Additional Readings 59 / Web Resources 59*



**3. The Richness of Classroom Cultures 60**

Case Study: Are Some Curricula Discriminatory? 60

**What Is Diversity? 62**

Culture 62 / Race and Ethnicity 63

**What Other Concepts Define Diversity? 64**

From the Perspective of Immigrants 64 / From the Perspective of Being a Language Minority or Bilingual Person 66

■ **Voices Pro and Con: Bias in the African American Community 66**

From the Perspective of Gender 67

■ **Cultural Awareness: Lessons Learned 68**

From the Perspective of Exceptionality 69 / From the Perspective of Sexual Orientation 70

**What Is Multicultural Education? 71**

Teaching the Culturally Different 72 / Human Relations Approaches 73 / Single-Group Studies 73 / Multicultural Approaches 73 / Education That Is Multicultural and Social Reconstructionist 74

**What Types of Multicultural Education Curricula Exist, and How Are They Evaluated? 74**

Accountability Issues 75

**How Are Educational Services Adapted for Students with Exceptionalities? 77**

■ **Technology in Practice: Countering Prejudice 78**

Delivering Services to Students with Disabilities 78

■ **Issues in School Reform: Serving Children with Special Needs through Inclusion 80**

Delivering Services to Gifted and Talented Students 81

**How Can Teachers Create Culturally Relevant Classrooms? 83**

Cultural Mismatches 83 / Responsive Instruction 83

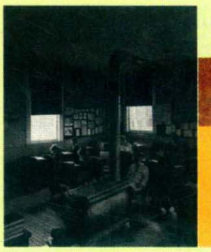
*Case Perspectives 84 / Summary 86 / Terms and Concepts 86 / Reflective Activity: One Immigrant's Success Story 86 / Additional Readings 87 / Web Resources 87*

**Developing a Professional Portfolio: Digital Portfolios 88**

**Timeline: Historical and Philosophical Touchstones in Education 88**

**Online Activity: The Learning Network 89**

## Part II. Our Educational Heritage 91



**4. Education in America: The Early Years 92**

Case Study: The Long Shadow of History 92

**Which Europeans Influenced Early Education? 94**

Comenius: Value of Structure 94 / Locke and Rousseau: Enlightened Views 94 / Pestalozzi: Encouraging Development 95 / Froebel: Start Early 95

**How Did Informal Education Develop before the Civil War? 96**

Education in the Southern Colonies 97

■ **Voices Pro and Con: The Role of Competition in Learning 98**

Education in the Middle Atlantic Colonies 99 / Education in the New England Colonies 99 / A National View of Education 100

**What Were the Aims of Education? 102**

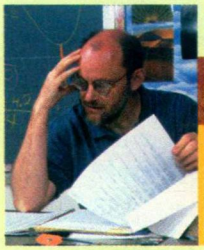
The Role of Religion 102 / Industry Affects Education 103

■ **Teachers and the Law: How free are teachers to practice their religion? 104**

Education for Slaves 104 / Education for Native Americans 105 / Education in Spain's American Colonies 106 / Education for Women 108 / Education for People with Disabilities 109

**How Did Formal Education Develop in America before the Civil War? 109**
Life in Colonial Schools 109 / Curricula 111
■ **Issues in School Reform: Children's Books Have Staying Power 112**
Recognizing Educational Success and Failure 112 / The Monitorial Method and the American Lyceum 113 / The Latin School and the English Academy: No Girls Allowed 113 / Early Ideas of Public Education 114 / Leaders in the Movement for Universal Education 115
■ **Technology in Practice: Turn on, Tune In—Leap for Joy! 116**
The Development of Parochial Schools 116 / The Growth of Institutions of Higher Education 117
*Case Perspectives 119 / Summary 121 / Terms and Concepts 121 / Reflective Activity: Eliza Pinckney 121 / Additional Readings 122 / Web Resources 123*

**5. Education in America: Then and Now 124**
Case Study: Where Do I Fit? 124
**How Did Educational Life Change after the Civil War? 126**
Ending Slavery and Reconstructing the South 126 / We Need Educational and Social Reform 127 / Science and Philanthropy Combine to Educate 128 / Learning from Mass Media 129 / Federal Influence on Education 129
■ **Teachers and the Law: Has NCLB changed the rules on prayer in public schools? 131**
**Who Are "We the People"? 132**
Native Americans 132 / European Americans 134
■ **Technology in Practice: Accessing History 135**
African Americans 135
■ **Cultural Awareness: Lessons Learned 137**
Hispanic Americans 138
■ **Voices Pro and Con: Illegal Immigrants 139**
Asian Americans 140 / Exceptional Learners in America 141 / American Women 142
**How Did Teaching Change after the Civil War? 143**
Status of Women in Teaching Changes 143 / The Progressive Movement Begins 144 / Trying to Educate the Nation 144
**How Have Schools Changed During the Modern Era? 145**
Consolidation and Bureaucratization 145 / New Links between Schools and Communities 145 / Rise of Preschools 146 / The Middle School Movement 146 / Comprehensive High Schools 146 / Homeschooling 147 / Adult Education 148 / Opportunities for Higher Education 148
**Why Was Curriculum So Important? 149**
Standardized Curriculum 150 / Diversified Curriculum 150 / Censorship and Core Curricula 151 / Innovative Curriculum 151
**How Do We Typically Judge Educational Success and Failure? 152**
*Case Perspectives 153 / Summary 154 / Terms and Concepts 154 / Reflective Activity: Cycles of Education 155 / Additional Readings 156 / Web Resources 157*



**6. Why Teachers Behave As They Do 158**
Case Study: Developing Civic Attitudes 158
**What Does Philosophy Have to Do with You As a Teacher? 160**
Philosophy Influences Education 160
■ **Voices Pro and Con: The Core Philosophies of Public Schools 161**
**What Are the Roots of American Educational Philosophies? 161**
Idealism 162 / Realism 163 / Humanism 164
**What Modern Philosophies Influence Western Education? 165**
Existentialism 165 / Marxism 167 / Behaviorism and Cognitivism 168 / Pragmatism 169
■ **Technology in Practice: Pragmatism at Work 170**
Perennialism and Essentialism 171 / Social Reconstuctionism 172
**What Non-Western Philosophies Influence American Education? 173**
Hinduism 174 / Buddhism 174 / Islam 175 / African and Native American Philosophies 176

■ **Cultural Awareness:** Lessons Learned 176

**What Shapes Teachers' Personal Philosophies of Education? 177**

Learning from Teaching: Reflection 177

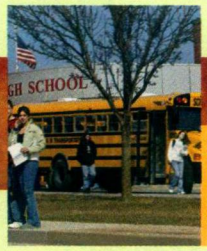
*Case Perspectives 178 / Summary 179 / Terms and Concepts 179 / Reflective Activity: Philosophical Differences 179 / Additional Readings 180 / Web Resources 181*

**Developing a Professional Portfolio: Your Own Philosophy of Teaching 182**

**Timeline: Professional Teaching in a Diverse Society 182**

**Online Activity: Exploring the Library of Congress 183**

## Part III. Education from the Outside In 185



### 7. Where Teachers Work: Schools 186

Case Study: A Rose by Any Other Name 186

**How Is Public Schooling Organized in the United States? 188**

School Districts 188 / Types of Schools 189 / Early Childhood Education 190 / Kindergarten 191 / Elementary Schools 192 / Junior High Schools and Middle Schools 192

■ **Cultural Awareness:** Lessons Learned 193

High Schools 194 / Higher Education 194

■ **Issues in School Reform:** School Consolidation 195

**What Are Some Schooling Alternatives? 196**

Magnet Schools 196 / Vocational-Technical Schools 197 / Montessori and Waldorf Schools 197 / Private and Independent Schools 198

■ **Teachers and the Law:** Does a public school have to accept a student's credit for a private school course? 199

For-Profit Schools 200 / Charter Schools 200 / Parochial Schools 200 / Home Schools 202

**How Are Schools Administered? 202**

The School Superintendent 203 / Principals and Assistant Principals 204

**What Organizational and Policy Issues Do Schools Face? 204**

Retention 205 / Class Schedule and Class Size 205

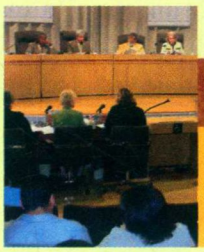
■ **Technology in Practice:** Recognizing and Promoting School Quality 207

Tracking 207

**What Makes Some Schools More Effective Than Others? 208**

Positive School Environments 209 / Relations between Home and School 209 /

*Case Perspectives 211 / Summary 213 / Terms and Concepts 213 / Reflective Activity: A New Paradigm for School Goals 213 / Additional Readings 214 / Web Resources 215*



### 8. Leading, Governing, and Funding Schools 216

Case Study: Scopes Revisited 216

**What Are School Governance and Education Finance? 218**

How Schools Are Run 218 / How Schools Are Funded 218 / Connections between Education and the Economy 219 / Political Influences on Public Education 220

■ **Issues in School Reform:** Leadership in an Age of Reform 221

**How Does the Federal Government Influence Education? 225**

Federal Funding for Education 225

**How Is Education Financed and Controlled by the States? 227**

State Funding 228 / State Education Oversight 230 / Cooperation among School Districts 233

**How Are Schools Financed and Managed at the Local Level? 234**

Property Taxes 234 / Local School Boards 235 / School District Budgets 235

■ **Technology in Practice:** How Do Schools' Expenditures and Revenues Compare? 236

**How Are Governance and Funding Related to Educational Success? 239**

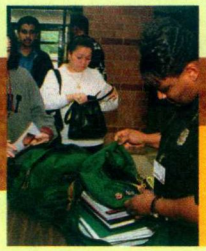
The Issue of Funding Equity 240 / The Issue of School Choice 242

■ **Voices Pro and Con:** Public Support for Private Schools? 243

The Issue of Site-Based Management 244

*Case Perspectives 245 / Summary 247 / Terms and Concepts 247 / Reflective Activity: School Board Membership 247 / Additional Readings 248 / Web Resources 249*

## Part IV. Helping Students Succeed 287



### 9. The Influence of the Law 250

Case Study: To Catch a Thief 250

**How Does Government Influence Education? 252**

**What Legal Principles Affect Public Education? 253**

**What Are Parents' Rights and Responsibilities? 256**
A Question of Religious Principle 256 / You Can't Spank My Child! 257 / Do Some Parents Have Special Rights? 258

**What Are Students' Rights and Responsibilities? 259**
In God Somebody Trusts 259 / Playing Fairly 261

- **Voices Pro and Con:** Zero Tolerance 262

Show Me What's In There! 263 / Are There Limits on Student Expression? 264 / Treating Different Students Differently—Illegal Discrimination? 265 / Would You Check These Papers for Me? 266

**What Are Teachers' Rights and Responsibilities? 267**
There's Got to Be a Way to Keep This Job! 267 / A Line between Personhood and Professionalism 268 / What Do You Mean I'm Violating Copyright Laws? 269 / Maybe She Is Just a Sickly Child 270 / You Should Have Known Better 271

- **Technology in Practice:** Online Training for Recognizing Child Neglect and Abuse 274

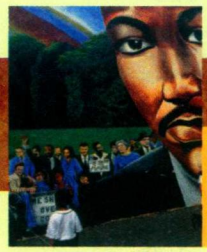
**What Are School Districts' Rights and Responsibilities? 274**
Balancing Academic Freedom 274 / Equal Treatment 275 / How Could You Let This Happen to a Student? 276 / Somebody Will Pay! 277 / What Kind of Choice Is This? 278

*Case Perspectives* 279 / *Summary* 280 / *Terms and Concepts* 280 / *Reflective Activity: Sexual Harassment* 280 / *Additional Readings* 282 / *Web Resources* 283

**Developing a Professional Portfolio: Planning Your Professional Development 284**

**Timeline: Important Events in Educational Governance, Finance, and Law 284**

**Online Activity: Oyez Project 285**



### 10. Curriculum and Instruction 288

Case Study: Reaching Every Student 288

**What Is Curriculum? 290**
Explicit and Implicit Curricula 290 / Null Curriculum 291 / Extracurriculum 292 / Integrated Curriculum 292

**What Forces for Change Affect Curriculum Content? 293**

- **Voices Pro and Con:** To Standardize or Not to Standardize the Curriculum? 294

The National Interest 294

- **Teachers and the Law:** Can students be required to recite the Pledge of Allegiance? 295

State and Local Priorities 295 / Social Issues and Public Opinion 296 / Professional Groups and Individuals 296 / Educational Publishing and Mass Media 299

**How Are Curriculum and Instruction Planned and Organized? 301**
Aims of Education 301 / Teacher Planning for Instruction 301

**What Are Four General Models of Instruction? 304**

- **Issues in School Reform:** Improving Achievement 305

Behavioral Systems Strategies 305 / Social Strategies 306 / Information-Processing Strategies 308 / Personal Sources Strategies 309

- **Technology in Practice:** Technologies Old and New Make for Creative Curriculum 310

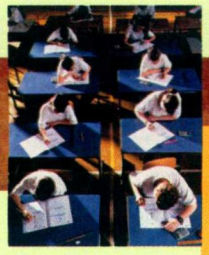
**What Is Effective Instruction? 311**
Understanding Students 312 / Communicating 313 / Creative Learning Environments 313 / Adapting Instruction for Students with Special Needs 314

- **Cultural Awareness:** Lessons Learned 315

Evaluating Student Learning 315

**How Do Teachers Manage Students Effectively? 316**
Research Informs Teacher Management Behavior 316 / Relationships between Teachers and Students 317 / Classroom Management: An Environment of Self-Control 318

*Case Perspectives* 319 / *Summary* 320 / *Terms and Concepts* 320 / *Reflective Activity: Making Real-Life Connections* 320 / *Additional Readings* 321 / *Web Resources* 322



## 11. Recognizing Educational Success: Standards and Assessment 324

Case Study: Dodging Academic Disaster 324

**How Do We Know What Works in Education? 326**
Personal Standards 326 / National Goals and Standards 328 / The Nation's Report Card 328 / State Standards 329

■ **Issues in School Reform: Measuring Progress under NCLB 330**
Opportunity Standards 331

**What Types of Classroom Assessments Do Teachers Use? 332**
Classroom Assessment Triad 333 / Cognition and Learning 333 / Standardized Testing 334

■ **Cultural Awareness: Lessons Learned 336**
Minimum Competency Testing 336 / Asking Questions 337 / Authentic Assessment 338

■ **Voices Pro and Con: Grading 339**
Grading and Recommendations 341 / Student's Role 342

■ **Technology in Practice: Rubrics 343**

**How Can Teachers Know Whether They Are Assessing Students Fairly? 344**
Bias in Assessment 344 / Teaching to the Test 344 / Multiple Measures 345

*Case Perspectives* 346 / *Summary* 347 / *Terms and Concepts* 347 / *Reflective Activity: Arithmetic Test* 348 / *Additional Readings* 349 / *Web Resources* 349

**Developing a Professional Portfolio: Assessing Students through Observation 350**

**Timeline: Milestones in Curriculum, Instruction, and Assessment 350**

**Online Activity: Teaching with Census Information 351**

# Part V. A Connected Future 353

## 12. A Global Educational Context 354

Case Study: The USA as International Magnet 354

**Why Learn about Educational Life Outside the United States? 356**
Preparing for the Future 356

■ **Voices Pro and Con: Are There Global Limits to Our Tolerance? 357**
Becoming Globally Aware 358

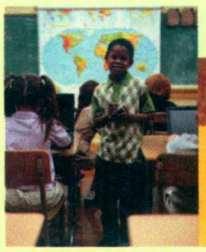
**Why Study Educational Policy in Other Countries? 360**
Education in Canada 361 / Education in Mexico 362

■ **Technology in Practice: Let the Machine Do the Translation? 363**
Education in Japan 365 / Education in India 368 / Education in the United Kingdom 370 / Education in Singapore 373 / Education in South Africa 375

**How Might We Enhance Understanding of Global Interdependence? 377**
Trends in International Mathematics and Science Study 377

■ **Issues in School Reform: Will Jordan Lead the Way in Educational Reform in the Middle East? 378**
International Comparisons: Smoke and Mirrors? 379 / Comparisons that Foster a Global View 380

*Case Perspectives* 383 / *Summary* 385 / *Terms and Concepts* 385 / *Reflective Activity: Project Cuba* 385 / *Additional Readings* 386 / *Web Resources* 387



## 13. What Lies Ahead 388

Case Study: Looking to the Future 388

**How Are Teachers' Professional Roles Changing? 390**

Trends toward Common Educational Expectations 390

**Cultural Awareness: Lessons Learned 391**

Trends toward Comprehensive Curriculum and Assessment 392 / Trends toward Education for Diversity 394 / Trends toward Defining Diversity in Economic Terms 395 / Trends toward Character Education 395

**How Are Links to Technology Changing the Foundations of Education? 397**

Distance Learning 400 / Telecommunications Capabilities in the Schools 401

**Technology in Practice: Blogging, Vloging, and Podcasting 402**

**How Are Small Schools Transforming Teaching and Learning? 405**

**Targeting Students at Risk 406**

Increasing Parental Involvement 409 / Enhancing Relationships among Educators 409

**How Can Professional Educators Prepare for the Future? 411**

Using Professional Knowledge 411 / Reflecting on Professional Practice 415

*Case Perspectives 417 / Summary 418 / Terms and Concepts 418 / Reflective Activity: Turning Classrooms Over to Interns 418 / Additional Readings 419 / Web Resources 419*

**Developing a Professional Portfolio: Preparing Your Résumé 420**

**Timeline: From the Past Comes the Future 420**

**Online Activity: Teaching Overseas 422**

**GLOSSARY 423**

**REFERENCES 431**

**NAME INDEX 443**

**SUBJECT INDEX 449**



此为试读，需要完整PDF请访问：www.ertongbook.com