

EDU 221

# TEACHING IN AMERICA



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Taken from:

*Teaching in America*, Fifth Edition  
by George S. Morrison

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by George S. Morrison

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Published by Merrill

Upper Saddle River, New Jersey 07458

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Printed in the United States of America

10 9 8 7 6 5 4 3 2 1

2009420214

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**Pearson**  
**Custom Publishing**  
is a division of



[www.pearsonhighered.com](http://www.pearsonhighered.com)

ISBN-10: 0-558-24554-4

ISBN-13: 978-0-558-24554-2





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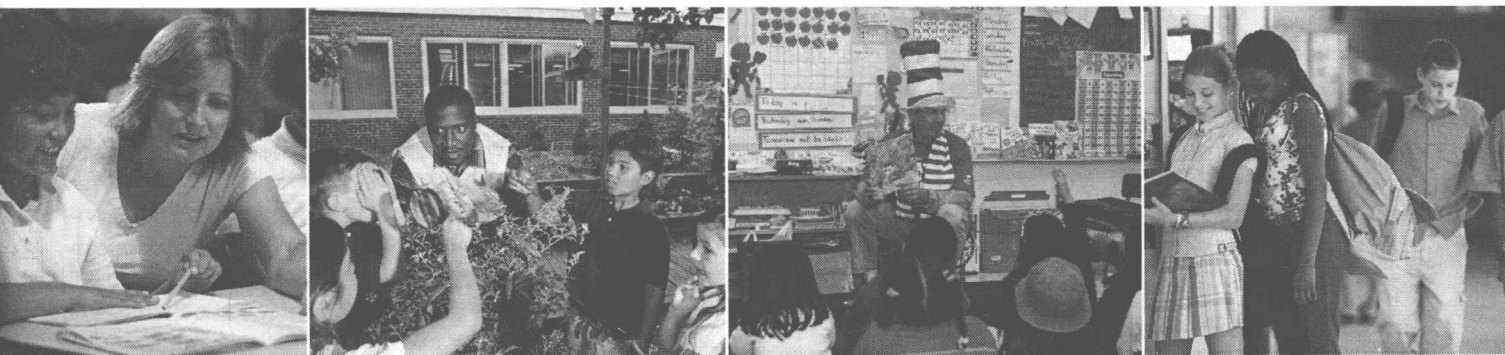
Dr. Linda M. Thor  
President





# Preparing for Certification or Licensure

## A Guide



### LEARNING ABOUT STATEWIDE TESTING FOR LICENSURE

Many states require prospective teachers to take standardized tests for licensure. The following questions and answers will help you learn more about this important step to becoming a teacher.

#### What kinds of tests do states require for licensure?

Some tests assess students' competency in basic skills of reading, writing, and mathematics, often prior to admission to a professional teacher education program. Many states also require standardized tests at the end of a teacher education program; these tests assess prospective teachers' competency and knowledge in their subject area, as well as knowledge about teaching and learning. The tests assess the extent to which prospective teachers meet state and national standards for beginning teachers.

#### Do all states use the same test for licensure?

No. Many states use the Praxis Series™ of tests, published by the Educational Testing Service (ETS).

Other states—including Arizona, California, Florida, Illinois, Massachusetts, Michigan, New York, and Texas—have developed their own tests for licensure. You can learn about each state's testing requirements by checking its Department of Education website or contacting the state Department of Education by mail or telephone.

#### What is assessed in the state tests for licensure?

The tests for licensure usually address prospective teachers' knowledge of the teaching-and-learning process and the subjects they will teach. For example, the ETS Praxis Series™ includes subtests on Principles of Teaching and Learning and on the content and pedagogy of specific subject areas. Other state tests have similar goals.

#### How do I know which tests to take?

Contact your advisor or student services center if you are currently a student in a teacher education program. If you are applying for licensure through an alternative licensure program, contact the state Department of Education's licensure office. ETS describes the topics covered in each category on their website ([www.ets.org/praxis](http://www.ets.org/praxis)). States that have their own testing

requirements also provide information about the tests and preparation materials through their websites.

### What courses in my teacher preparation program might apply to state tests for licensure?

Almost all of your teacher preparation courses relate to licensure tests in some way. This text, *Teaching in America*, addresses many concepts that are assessed in these tests. You have probably studied or will study concepts and knowledge related to the four content categories in courses such as educational foundations, educational psychology or human growth and development, classroom management, curriculum and methods, and evaluation and assessment. You may have had or will have field experiences and seminars that provide you with knowledge about these concepts as well.

### What other resources will help me prepare for state tests for licensure?

Several organizations have developed standards for teacher preparation and continued professional development. A consortium of more than thirty states, the Interstate New Teacher Assessment and Support Consortium (INTASC), has developed standards and an assessment process for initial teacher certification. The National Council for the Accreditation of Teacher Education (NCATE) also has developed standards for teacher education programs, and the National Board of Professional Teaching Standards (NBPTS) has developed standards for advanced certification of teachers who possess extensive professional knowledge and the ability to perform at a high level. In addition, most states have developed their own standards for teachers as part of their licensure requirements. As you review these documents, you will find that they contain common expectations of knowledge and skills and can provide a guide for you as you prepare for licensure.

### How should I prepare for state tests for licensure?

Tests for licensure are typically integrative tests; you will be asked to apply knowledge learned in several courses and field experiences to realistic situations in case histories and short scenarios. It is important, therefore, that you *understand the concepts* covered in the test, *review the content* from your course work that relates to those concepts, and *apply good test-taking strategies* during the test.

## TEST TAKING TIPS FOR LICENSURE TESTS

### Test-Taking Tip # 1: Know the Test

- **Review the topics covered in the exam.** The ETS booklet *Test at a Glance* (available online at [www.ets.org/praxis](http://www.ets.org/praxis) or free by mail) includes detailed descriptions of topics covered in the Praxis tests. States that require their own tests also provide descriptions of the tests and the concepts covered in those tests on their websites.
- **Take the sample tests** provided on websites and in print materials. Analyze the kind of questions asked, the correct answers, and the knowledge necessary to answer the question correctly.
- **Analyze the sample questions and the standards used for scoring the responses to open-ended (constructed-response) questions.** Carefully read any scoring guides provided in the testing guides. Write your own responses to sample questions and analyze them, using the test-scoring guide. If your responses do not meet all the criteria, revise them.

### Test-Taking Tip # 2: Know the Content

- **Plan ahead.** You can begin preparing for standardized teacher licensure tests early in your teacher education program. Think about how each of your courses relates to the concepts and content of the exam.
- **Review what you learned in each course in relation to the topics covered in the test.** Review course textbooks and class notes for relevant concepts and information. At the end of each course, record reminders of how the course's content and knowledge relates to concepts of the test. (*Teaching in America*, Fifth Edition, provides useful review and application activities at the end of each chapter.)
- **Think across courses.** Many of the test items will draw on knowledge from several courses. Think about how knowledge, skills, and concepts from the courses you have taken relate to one another. For example, you might have learned about aspects of working with parents in a foundations course, an educational psychology course, and a methods course. Be prepared to integrate that knowledge.
- **Review the content with others.** Meet with a study group and together review the test and your course work. Brainstorm about relevant content, using the descriptions of each test's categories and representative topics as a guideline.

### Test-Taking Tip # 3: Apply Good Test-Taking Strategies

- **Read the test directions carefully.** Even though you have previewed the test format and directions as part of learning about the test, make sure you understand the directions for this test.

#### For multiple-choice questions:

- **Read each question carefully.** Pay attention to key words such as *not*, *all*, *except*, *always*, or *never*.
- **Try to anticipate the answer to the question before looking at the possible responses.** If your answer is among the choices, it is likely to be correct. Before automatically choosing it, however, carefully read the alternative answers.
- **Answer questions you are certain of first.** Return to questions you are uncertain of later.
- **If you are unsure of the answer, eliminate obviously incorrect responses first.**

#### For short-answer open-ended questions:

- **Read the directions carefully.** Look for key words and respond directly to exactly what is asked.
- **Repeat key words from the question to focus your response.** For example, if you are asked to list two advantages to a method, state "Two advantages are (1) . . . and (2) . . ."
- **Be explicit and concrete.** Short-answer responses should be direct and to the point.

#### For essay questions:

- **Read the question carefully and pay close attention to key words, especially verbs.** Make sure you understand all parts of the question. For example, if the question asks you to list advantages and disadvantages, be sure to answer both parts.

- **Before you write your response, list key points or make an outline.** The few minutes you take to organize your thoughts will pay off in a better-organized essay.
- **Use the question's words in your response.** For example, if the question asks for three advantages, identify the advantages explicitly: "The first advantage is . . ." "The second advantage is . . ." and "The third advantage is . . ." Make it easy for the reader to score your response.
- **Stay on topic.** Answer the question fully and in detail, but do not go beyond what the question asks or add irrelevant material.

## SAMPLE STATE LICENSURE TEST QUESTIONS

The following sample questions illustrate the kinds of questions that typically appear in state licensure tests. The case study, which focuses on elementary education, contains issues and content related to principles of teaching and learning and professional education. It addresses such issues as organizing the curriculum, creating effective learning environments, effective teaching practices, diversity, and professional practice. These concepts are typical of those found in the Principles of Teaching and Learning test in Praxis and the professional education tests in other state tests.

Following the case study are three related multiple-choice questions, two constructed-response questions, and three additional discrete multiple-choice questions. These sample questions focus on content and issues discussed in *Teaching in America*, Fifth Edition; they are not representative of the entire scope of the actual tests.

Answers with explanations and references to test topics, INTASC standards, and appropriate parts of this text follow the questions.

### Sample Case Study and Related Multiple-Choice Questions

#### Case History: K-6

Columbus, New Mexico, is an agricultural community near the international boundaries separating Mexico and the United States. It's a quiet town, where traditional views of community and territory are being challenged. Just three miles from the border is Columbus Elementary School, a bilingual school for kindergarten through sixth-grade students. Of the some 340 students enrolled at Columbus Elementary, approximately 97% are on free or reduced-price lunches. The school is unique because about 49% of the students live in Mexico and attend Columbus Elementary at U.S. taxpayer expense. Columbus Elementary is a fully bilingual school. In the early grades, basic skills are taught in Spanish, but by the third-grade level, students



have begun to make the transition to English. Most of the teachers at Columbus Elementary School are English speakers; some have limited Spanish skills. The school also employs teaching assistants who are fluent in Spanish and can assist the teachers in these bilingual classrooms.

Dennis Armijo, the principal of Columbus Elementary School, describes the unique relationship between Columbus and its neighboring community, Palomas, Mexico. "Most of the people who live in Columbus, New Mexico, have relatives in Palomas, Mexico. At one point or another, many Columbus residents were Mexican residents, and they came over and established a life here. And so they still have ties to Mexico, and a lot of uncles and aunts and grandparents still live in Palomas. They have a kind of family togetherness, where they just go back and forth all the time. The kids who are coming over from Mexico, most of them are American citizens who have been born in the United States. Now, the parents may not be able to cross because of illegal status, but the kids are U.S. citizens; they have been born in U.S. hospitals."

Columbus Elementary School's international enrollment poses special challenges for family and parental involvement. Mr. Armijo notes that parental contact is often not as frequent as he would like it to be. The school occasionally runs into problems reaching parents because many don't have telephones and must be reached through an emergency number in Mexico that might be as far as three blocks away or through a relative on the U.S. side of the border. In many cases, school personnel go into Mexico and talk to the parents or write them a letter so they can cross the border legally to come to the school. Despite these barriers, however, Mr. Armijo says that cooperation from the parents is great. "They'll do anything to help out this school."

The parents who send their children across the border to Columbus Elementary are willing to face the logistical difficulties of getting their children to Columbus each day because they want their children to have the benefits of a bilingual education. Mr. Armijo notes that the only reason that many parents from across the border send their kids to Columbus is to learn English. He describes a potential conflict that sometimes arises from this expectation:

"There's—I wouldn't call it a controversy, but there's some misunderstanding, mainly because parents don't understand what a bilingual program is. Some of them don't want their children to speak Spanish at all; they say they are sending the children to our school just to learn English. A true bilingual program will take kids that are monolingual speakers of any language and combine them together. At Columbus Elementary, for example, if you have a monolingual English speaker and a monolingual Spanish speaker, if they are in a true bilingual program you hope that the Spanish speaker will learn English and the English speaker will learn Spanish. And if they live here for the rest of their lives, they will be able to communicate with anybody. So when the students from Mexico come over, they need to learn the skills and the American way of life that lead to the American dream, if you will, of an education. Because at some point or another, they might want to come over. Remember, these students are U.S. citizens, even though they live with their parents in Mexico. I'm almost sure that most of those kids are going to come over across to the United States and live here, and so they need to have this education.

### **Perspective of Linda Lebya, Third-Grade Teacher**

Linda Lebya is in her third year of teaching third grade at Columbus Elementary School. She lives nearby on a ranch with her husband, who is a deputy sheriff. She speaks conversational Spanish, although she is not a native Spanish speaker. About 95% of her third-grade students are Spanish speaking.

Linda's classroom is small but inviting. Colorful posters and pictures on the wall reflect the students' culture, and many words and phrases are posted in Spanish and English. Desks are grouped in clusters of four so students can sit together facing one another. A list of vocabulary words, written in English and Spanish, is on the blackboard.

Linda describes her teaching approaches and some of the challenges she faces. First, she describes a typical spelling lesson:

On Monday as an introduction for spelling vocabulary we have 10 vocabulary words written in English and Spanish. The intent is for them to learn it in English; I also put up the Spanish words with the intent of helping them to learn what the English word means. We discuss the words in English and Spanish, then use them in sentences in each language.

Columbus Elementary is a poor school, and Linda reports that resources are limited:

Lack of books is a problem because we're supposed to be teaching in Spanish for part of the day but the only thing we have in Spanish are the readers. All the other materials are in English so that is a problem.

One resource that Ms. Lebya does have is a Spanish-speaking instructional assistant. She describes the assistant's role in her classroom:

All of the teachers here at Columbus K-3 have an instructional assistant to help out with different things. My assistant this year is really wonderful; she helps out a great deal. She teaches the Spanish reading to the students because I'm not as fluent to teach it. I can speak it and I can understand, but to actually teach it, I wouldn't know how; my Spanish is not strong enough.

Linda describes her understanding of multicultural education:

Multicultural education here means that most of the students are from a different culture. We have a few Anglos but most of the students are Mexicans or Hispanics, and when you are teaching multicultural education, you want to make sure that the students understand that their culture is just as important as the dominant culture. For example, one of our vocabulary words was fiesta, or party. Some of our students were not in school that day because they were making their First Holy Communion, and their families were having a big celebration. We talked about official fiestas like Cinco de Mayo and family or traditional fiestas like today, and the students made English and Spanish sentences about fiestas and parties. It all helps them to value their culture while they learn about the culture of the United States.

And as far as the Spanish sentences, that's just giving them an opportunity to do something well because they already know it in Spanish. They have the vocabulary in Spanish, so they're able to do a good job in making the sentences, and that's something they can feel good about, and it helps their self-esteem.

**Directions:** Each of the multiple-choice questions below is followed by four choices. Select the one that is best in each case.

1. Which approach best describes the philosophy of the bilingual program at Columbus Elementary School?
  - (a) Children should receive instruction in both English and their native language and culture throughout their school years, making a gradual transition to English.
  - (b) Students should make the transition to English through ongoing, intensive instruction in English as a Second Language.
  - (c) Students should be removed from their regular classes to receive special help in English or in reading in their native language.
  - (d) Students should be immersed in English, then placed in English-speaking classes.
2. Which approach to multicultural education (defined by Sleeter and Grant) best characterizes the Columbus Elementary School program, based on the comments of Ms. Lebya?
  - (a) Human Relations
  - (b) Single-Group Studies
  - (c) Teaching the Exceptionally and Culturally Different
  - (d) Education that Is Multicultural and Social Reconstructionist
3. Ms. Lebya's instructional approach to teaching vocabulary could best be described as
  - (a) individualized instruction
  - (b) cooperative learning
  - (c) inquiry learning
  - (d) direct instruction

### Sample Short-Answer Questions

A well-constructed short-answer response demonstrates an understanding of the aspects of the case that are relevant to the question; responds to all parts of the question; supports explanations with relevant evidence; and demonstrates a strong knowledge of appropriate concepts, theories, or methodologies relevant to the question.

The following sample open-ended questions draw from knowledge and concepts covered in this text only. In an actual state licensure test, respondents should use knowledge and concepts derived from all parts of their teacher education program.



4. Ms. Lebya says that she relies on her instructional assistant to teach reading in Spanish because "I'm not fluent enough to teach it. I can speak it and understand it, but to actually teach it, I wouldn't know how." List at least one positive and one negative possible consequence of this teaching arrangement.
5. Is it possible to teach well without textbooks? If so, when? If not, why not?

### Sample Discrete Multiple-Choice Questions

The Praxis Principles of Teaching and Learning tests and other state licensure tests include discrete multiple-choice questions that cover an array of teaching-and-learning topics. In an actual state licensure test, respondents would draw from knowledge and concepts learned in all aspects of an undergraduate teacher preparation program. In this sample test, items are drawn from this text only.

6. The Buckley Amendment
  - (a) permits corporal punishment as long as district policies and procedures are in place.
  - (b) allows all parents access to their children's academic records.
  - (c) establishes that married or pregnant students have the same rights and privileges as other students.
  - (d) states that all students with disabilities are entitled to an "appropriate" education.
7. Mr. Williams placed a pitcher of water and several containers of different sizes and shapes on a table. He asked a small group of students, "Which container holds the most water? Which holds the least? How can you figure it out?"
 

Mr. Williams's philosophical orientation probably is:

  - (a) behaviorism
  - (b) perennialism
  - (c) constructivism
  - (d) essentialism
8. Ms. Jackson was planning a unit of study for her 11th grade American History class. She wanted to determine what students already knew and what they wanted to know about the topic prior to beginning the unit. Which forms of preassessment would be most useful?
  - (a) a norm-referenced test
  - (b) a teacher-made assessment
  - (c) a criterion-referenced test
  - (d) a summative assessment

## ANSWERS

1. **The best answer is (a).** In the Columbus Elementary School's bilingual program, children learn primarily needs and in Spanish during their first few grades, then begin the transition to English in the third grade. They are not experiencing an intensive English instruction or pullout program, nor are they immersed in English.

#### Related Praxis and Other State Test Topics:

Organizing content knowledge for student learning and needs and characteristics of students from diverse populations; creating an environment for student learning and appropriate teacher responses to individual and cultural diversity

**Related INTASC Standards:** Adapting Instruction for Individual Needs.

**Related material in this book:** Chapter 4, Teaching Diverse Students I: Multiculturalism and Gender in Today's Classrooms.

2. **The best answer is (c).** Both Mr. Armijo and Ms. Lebya emphasize that the purpose of their bilingual program is to help the students assimilate into American culture and acquire language and skills that will help them be successful if they choose to live in the United States.

#### Related Praxis and Other State Test Topics:

Organizing content knowledge for student learning and characteristics of students from diverse populations; creating an environment for student learning and appropriate teacher responses to individual and cultural diversity

**Related INTASC Standards:** Adapting Instruction to Individual Needs



**Related material in this book:** Chapter 4, Teaching Diverse Students I: Multiculturalism and Gender in Today's Classrooms.

3. **The best answer is (d).** Ms. Lebya uses a teacher-directed approach, in which she asks specific questions of the students and provides praise or corrective feedback.

**Related Praxis and Other State Test Topics:**

Organizing content for student learning and creating or selecting teaching methods, learning activities, and instructional materials or other resources that are appropriate for the students and are aligned with the goals of the lesson; teaching for student learning and repertoire of flexible teaching and learning strategies

**Related INTASC Standards:** Multiple Instructional Strategies.

4. A strong response to this open-ended question will explicitly state at least one potential positive consequence and one potential negative consequence to the teaching arrangement. The respondent will use or paraphrase the question and answer explicitly in complete sentences.

**Sample Response:** One potential positive consequence of having the Spanish-speaking teaching assistant teach reading in Spanish is that the students will acquire better reading skills in Spanish. If they become good readers in Spanish, they may find it easier to become good readers in English later on. One potential negative consequence of having the Spanish-speaking teaching assistant teach reading in Spanish is that she may not have the knowledge or skills to teach reading. (Many teaching assistants have not had the educational preparation that licensed teachers have.) Ms. Lebya's Spanish may not be strong enough to pick up on those problems or correct them. Thus, the children may not become strong readers in Spanish.

**Related Praxis and Other State Test Topics:**

Teaching for student learning and making content comprehensible to students; teacher professionalism and reflecting on the extent to which learning goals were met.

**Related INTASC Standards:** Multiple Instructional Strategies; Instructional Planning Skills

**Related material in this book:** Chapter 4, Teaching Diverse Students I: Multiculturalism and Gender in Today's Classrooms.

5. A strong response to this open-ended question explicitly takes a position on the necessity of textbooks and will defend that position. The respon-

dent will use or paraphrase the question and answer explicitly in complete sentences.

**Sample Response:** Although it is possible to teach well without textbooks, contemporary textbooks can be an invaluable resource. Most textbooks today include a wealth of teaching aids, both as part of the textbook itself and as accompanying materials for the teacher, and a good textbook can provide a solid foundation for learning. Textbooks, however, should never be the only teaching tool. Teachers might also use a collection of other instructional materials including articles and primary sources, or a variety of multimedia resources including Internet sites, films, DVDs, or CDs. Whatever resources a teacher chooses to use, the teacher must have clear goals and select materials that support those goals.

**Related Praxis and Other State Test Topics:**

Organizing content knowledge for student learning and creating or selecting teaching methods, learning activities, and instructional materials or other resources that are appropriate for the students and are aligned with the goals of the lesson.

6. The answer is (b). Under the Buckley amendment of the Family Educational Rights and Privacy Act of 1974, schools must protect the privacy of student records while affording parents and students over eighteen years of age access to this information.

**Related Praxis and Other State Test Topics:**

Professional responsibilities and communicating with families

**Related INTASC Standards:** Professional Commitment and Responsibility

**Related material in this book:** Chapter 8, Education and School Law:

7. The answer is (c). Mr. Williams encouraged the students to construct meaning or make sense of information for themselves, one of the characteristics of constructivism.

**Related Praxis Topic:** Organizing content knowledge for student learning and major theories of human development and learning; teaching for student learning and stages and patterns of cognitive and cultural development

**Related INTASC Standards:** Knowledge of Human Development and Learning; Instructional Planning Skills

8. The best answer is (b). Ms. Jackson can best find out what students know and want to know by designing her own instrument.

**Related Praxis and Other State Test Topics:**

Organizing content knowledge for student learning and structuring lessons based on the knowledge, experiences, skills, strategies, and interests of the students in relation to the curriculum.

**Related INTASC Standards:** Assessment of Student Learning

**Related material in this book:** Chapter 10, Standards and Assessment: Their Impact on Teaching and Learning.

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Coverage of Interstate New Teacher Assessment and Support Consortium (INTASC) Standards for Beginning Teacher Licensing and Development

**INTASC Standards**

- |  |   |
|--|---|
| 1. The teacher understands the central concepts, tools of inquiry, and structures of the subject being taught and can create learning experiences that make these aspects of subject matter meaningful for students.   | Chapters 1, 3, 8, 9                     |
| 2. The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development.   | Chapters 4, 5, 8, 9, 10                 |
| 3. The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.   | Chapters 1, 2, 3, 4, 5, 8, 9, 10, 11    |
| 4. The teacher uses various instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.   | Chapters 4, 5, 9                        |
| 5. The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.   | Chapters 1, 3, 4, 8, 9                  |
| 6. The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.   | Chapters 3, 11                          |
| 7. The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.  | Chapters 1, 3, 4, 6, 10, 11             |
| 8. The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.   | Chapters 1, 4, 9, 10                    |
| 9. The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally. | Chapters 1, 2, 3, 4, 6, 7, 8, 9, 10, 11 |
| 10. The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.  | Chapters 1, 2, 3, 4, 5, 6, 7, 11        |

# Preface

Teaching is an active process: teachers think about what they do, research about and reflect on their practice, make decisions, and strive to improve their performance in order to help their students learn. *Teaching in America, Fifth Edition*, embraces this evolving process of professional practice and provides prospective teachers with the professional tools necessary to be high-quality teachers. *Teaching in America* is an active learning text—readable, practical, and based on the most current ideas about teaching. It provides many opportunities for students to participate in their own learning. On almost every page, students will find possibilities for reflecting on and writing about what they are learning and applying the content of the book to the real world of schools and classrooms. This revision was guided by advice from teacher educators, experienced teachers, novice teachers, and my own background as a public school teacher and administrator, a professor of education, and a researcher and writer.

*Teaching in America* is a core text for courses in Introduction to Teaching, Introduction to Education, and Foundations of Education taught within teacher education programs. This text explores the knowledge, attitudes, behaviors, and skills of effective teachers; it also provides a comprehensive background for the foundations of education, with clear and realistic links to actual classrooms and your role as a teacher. Features—In the Classroom, What's New in Education?, You Decide, What Does This Mean for You?, Observe and Learn, and Your Turn—all bring the content of this book into the real world. Students will hear real voices of real teachers, explore real programs, and be called on to think about real issues. Reflect & Write activities strategically placed throughout the text allow students to stop and think about concepts and practices that will impact them as new teachers. What I hope this book will do for students is help them make the transition from thinking about becoming a teacher to understanding what their decisions mean—so that they can enter the profession of teaching as active, confident participants. By building a firm foundation—of self-knowledge, knowledge of education as an institution and a career, knowledge of teaching competencies, and knowledge of issues in education—students will grow in their professional development as teachers.

## WHAT THIS BOOK IS ABOUT

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*Teaching in America, Fifth Edition*, is built on the ideas of active and interactive learning based on personal reflection. It provides a wealth of opportunities for decision making, collaboration, and creative problem solving. It also asks students to



draw on their own prior knowledge—what they have learned about the process of education in their years as students—and to integrate that knowledge with what they learn from these pages and from the course they are taking. *Teaching in America* is designed as a “working text”—one in which students reflect and respond on the pages and apply information and ideas in authentic contexts. This working-text format enables students to construct knowledge and ideas about teaching so that they will think, plan, and decide as a professional. There are several themes occurring frequently in this text:

- *Meeting professional standards.* To become a teacher, students will need to pass some kind of certification examination. More and more, they also will be asked to meet additional standards once they have become teachers, as they move through their careers. Marginal icons throughout this text show specific material that aligns to INTASC standards, a very important set of standards for teachers and teacher education. An eight-page insert at the front of the text, “Preparing for Certification or Licensure: A Guide,” provides guidelines for preparing for initial certification. In addition, there is a wealth of information in appropriate chapters about the focus on standards and accountability.
- *Understanding classroom realities.* The United States is a nation of diversity with children from a variety of cultures, speaking a variety of languages, and with a variety of abilities populating today’s classrooms. In addition to a separate chapter on diversity, *In the Classroom* and *What’s New in Education?* features throughout reflect the diversity of American education. But other realities also will impact America’s teachers. More and more, parents and communities are involved in educational decision making; education is becoming a family-centered, community-based process. Prospective teachers will need to understand and work within that process. Finally, the reality of today’s classroom is accountability. Teachers will find themselves held accountable for their students’ success. This book provides the tools to help them understand the impact of accountability.
- *Making decisions as a teacher.* Decision making is at the heart of teaching; every minute of every day, teachers make decisions large and small. Every chapter of this book models the professional, ethical, practical, and reality-based decision-making processes that are a critical part of the teaching profession. In addition, much of the first part is devoted to exploring the knowledge base that teachers need to make decisions effectively. *You Decide* and *Ethical Dilemma* features highlight some current issues.
- *Understanding and using technology.* More and more, technology is central to teaching just as it is to our lives in general. Technology means both the technologies of teaching and learning and the technologies of course management and assessment. In addition to a separate chapter on technology, teaching, and learning, marginal URLs identify references to useful websites that correlate to in-text information. In addition, marginal icons for MyEducationLab provides references to a wealth of useful video, simulations, activities, case studies and online resources that will enrich your use of this text.

## FEATURES THAT HELP STUDENTS LEARN

*Teaching in America* provides a sound basis for understanding the field of education and what is required to be a teacher today. A number of guideposts support learning throughout the text.

Each of the four parts of the text begins with a brief part introduction that explains the content of the chapters that follow.

## New to This Edition

What Are Students' Legal Rights? 293

• **Your Turn**

Your school has a high rate of teen pregnancy. In fact, out of the 600 graduating seniors 6 will give birth shortly after graduation and 10 have been involved with an in-school program that teaches teen mothers how to take care of their infants and toddlers. The graduates and those that are in the in-school teen parenting program are the fortunate ones. Twenty-six students in grades 9 through 12 dropped out last year because they were pregnant. The school's administrative team is very concerned about what they can do to help ensure that all pregnant teens graduate from high school. Your grade-level team leader has asked you to serve on a committee to help pregnant teens graduate. What are some issues that might be addressed?

How can districts ensure that all students are in school by the age of 18? The U.S. Department of Education has a website at [www2.ed.gov/olc](http://www2.ed.gov/olc).

Individuals with Disabilities Education Act of 1975 (IDEA) protects the rights of special-needs children in the public schools.

**IDEA**

**STANDARD 2:** The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development.

proportionate reasons, and (C) for those purposes, to provide financial assistance to local educational agencies.<sup>14</sup>

Ethnic pride and identity have caused renewed interest in languages and have spurred a more conscious effort to preserve children's native languages. In the nineteenth and twentieth centuries, foreign-born individuals and their children wanted to camouflage their ethnicity and unlearn their language, because not speaking English was viewed as being unpatriotic or un-American.

An increasing number of people in the United States speak a language other than English. According to the Census Bureau, about one in five U.S. residents speaks a language other than English, with Spanish being the second most common language.<sup>15</sup> Three states—Texas, New Mexico, and California—more than 50 percent of the population is composed of a traditionally non-white ethnic background.<sup>16</sup> The population is composed of a language as their primary language. (See *In the Classroom* with Agnes Winters.)

Many of these residents do not have an opportunity in bilingual education is an increasing emphasis on civil rights. Indeed, much of the concept of providing children with an opportunity to know, value, and use their heritage and language stems from people's recognition that they have a right to them. Just as extending rights to students with disabilities is very much evident today, so it is with students and their languages.

NCLB has had a profound influence on how schools conduct bilingual programs and how they teach English language learners. NCLB changed the focus of bilingual education programs from teaching limited-English-proficient children in their native language to helping LEP children learn English. NCLB requires the following of schools:

- LEP students must be tested for reading and language arts in English after they have attended school in the United States for 3 consecutive years.
- All teachers in a language instruction class for LEP children must be fluent in English.
- Parents must be notified when their LEP child needs English language instruction.<sup>17</sup>

Twenty-six states have official English laws that make English the official language of the state.

**Special Education**

Approximately 6.1 million children (ages birth to 21) with disabilities are served by federally supported programs.<sup>18</sup> Section 504 of the Rehabilitation Act of 1973 was the first piece of legislation protecting the rights of persons with disabilities. Section 504 prohibited exclusion of individuals with disabilities from participating in, being denied the benefits of, or being discriminated against in any program or activity receiving federal assistance.

The Individuals with Disabilities Education Act of 1975 (IDEA) protects the rights of special-needs children in the public schools. This act includes the following standards:

- A free and appropriate education (FAPE) for all persons between the ages of 3 and 21.
- Education in the least restrictive environment (the environment in which a child can learn best).
- Individualization of instruction for each student, taking into consideration his or her needs, disabling conditions, and preferences as well as the preferences of the student's parents. This individualization of instruction is expressed through an individualized education program (IEP). The IEP and its preparation have had tremendous influence on curriculum for special-needs children and how that curriculum is delivered.

- **Observe & Learn** Observation is a powerful tool that can tell teachers a lot about their students and about how to run their classroom. These short feature boxes recommend ways in which students can use observation to inform their instruction and to use as an assessment tool when teaching.
- **Ethical Dilemmas** are found at the conclusion of each chapter with a situation in which new teachers may find themselves, whether they are put in a position in which they have to challenge authority, or they may disagree with senior members of a committee on which they are a new member, or they may wonder why their students aren't getting their fair share of school supplies. After each scenario is presented, they are asked to determine how they might respond to these real-life dilemmas.
- **End of Chapter Summaries and Key Terms** are new to this edition, allowing students to quickly assess whether they have grasped all of the key issues discussed in the chapter and whether they have integrated the key concepts into their education vocabulary.

In addition to the new features in this edition of *Teaching in America*, this text has been extensively revised to ensure that readers are provided the most current and relevant information available.

- **Your Turn** placed in the margin near relevant content asks students to imagine themselves in a particular situation and explain how they would resolve related issues.
- **Marginal URLs** are presented throughout the text to drive students to relevant websites that tie to the text. These URLs, as well as URLs listed at the end of some of the box features, are particularly useful for on-line courses, where both you and your professors are already using the Web to interact.

152 CHAPTER 5 • Teaching Diverse Learners II: Academically Diverse Learners in Today's Classrooms

**OBSERVE & LEARN**

Classrooms that successfully include students with disabilities welcome diversity and address the individual needs of all students. Visit several schools in your area and evaluate educational delivery systems. Notice whether children with special needs are included in general education classrooms. Do you see a variety of settings for support services? Also note how teachers and students interact with students with disabilities. What can you learn from these interactions?

to children and adults diagnosed with significant disabilities, such as autism or mental retardation. All residents have mild to severe cognitive delays, and most have significant language and social impairments. More than half use a wheelchair or walker for mobility.

Part of the controversy over full inclusion comes over the interpretation of IDEA, which requires that to the

**ETHICAL DILEMMA**

Is Parent Involvement Always the Best Solution?

JAN EMERSON, a first-year teacher, was having her third-graders line up to go to their physical education class. Suddenly, Dylan screamed that Pete had just bitten him. Jan saw that Dylan had bite marks and blood on his arm. After taking Dylan to the school nurse, she told Pete they were going to call his parents. Pete pleaded with her not to call his parents because, "when they find out that I bit

Dylan, they will hit me again." After his gut-wrenching sobbing subsided, Pete explained that his parents had been reported to Child Protective Services in the past. He cried, "Now CPS is going to put my mom and dad in jail, and no one is going to take care of my little brother and me!"

What should Jan Emerson do? Should she call a social worker or call Pete's parents, or handle it without a phone call?

**SUMMARY**

- Parents, families, and communities influence teaching and learning.
- Family-centered programs increase family involvement in students' lives in order to increase student achievement levels.
- Parent involvement is participation by parents in their child's learning by being involved at school, at home, and in the community.
- Parent empowerment reforms give parents decision making and participation opportunities as they become involved through school choice and charter school programs.
- Using the community allows you to meet the needs of parents and children by accessing an array of resources.

**KEY TERMS**

Community schools 209	Family-centered teaching 188	Social capital 208
Community-school partnerships 206	Intergenerational programs 190	School choice 202
Cultural Competence 201	Parent/family conference 195	Vouchers 204
Family-centered programs 188	Parent empowerment 202	

**APPLICATIONS FOR ACTIVE LEARNING**

**Connections**

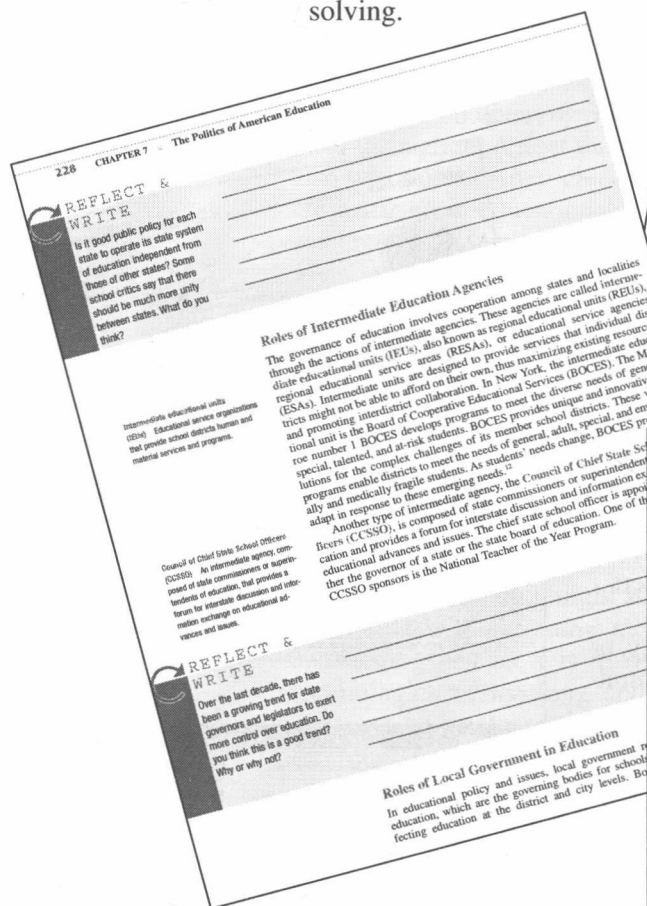
1. Consider the key concepts and ideas in this chapter concerning communicating with parents and families. Design a newsletter for parents that would be appropriate for a grade level of your choice.
2. Did you have a teacher or teachers who helped your parents help you with school activities and learning? What did they do? What are some things your teachers could have done for you and your family but didn't? How will you make sure you are responsive to the needs of your students' families?

**Field Experiences**

1. Interview classroom teachers in your school and ask them to tell how their experiences with parental involvement have benefited them. Write what you learn from these interviews and how you might use this information in your first year of teaching. What will teachers say about parent involvement and student achievement? What will parents say about school involvement and student achievement?
2. Arrange to visit a local company or agency that participates in community-school involvement or sponsors a business-school partnership. What goods and services or

## UPDATED IN THIS EDITION

- **All new chapter opening vignettes** are written by classroom teachers or administrators, giving readers a glimpse of life in the classroom and in schools and their communities.
- **Reflect & Write activities** facilitate student interaction throughout the text and encourage active learning while promoting reflective practice to assist with retention and learning. Organized around the key theme of active learning, this feature, in combination with other features throughout the text, provide students with more opportunities than any other text for personal reflection and creative problem solving.



- **You Decide boxes** present discussions of current controversial topics in education and ask students to weigh in on their views using research and what they have learned in the chapter to support their perspective.

**AMBERLY WALKER** This year we tried a new approach in working with some of our at-risk students. We implemented an intervention program in an attempt to encourage higher attendance rates, boost student achievement, and improve student attitudes. A group of 10 teachers spent 3 hours per week working with the at-risk students who volunteered to participate. All the teachers have different areas of expertise with content areas, including English as a Second Language (ESL). We meet from 2:30 to 5:30 p.m. every Wednesday in the high school library.

We have learned many things from this first year's implementation of the after-school program. Even I have in my background experiences. For example, a student survey shows that only 5 of our 110 students have ever been to a museum. Outsiders looking at our beautiful new high school would never dream that we have students who lack this kind of broadening experience. However, many of our students are bussed onto campus from surrounding, low-income neighborhoods. One thing I do know is that we need to continue including the community in our projects!

One particular science project in our project is a trip to the Dallas Museum of Nature and Science. Currently, the museum and IMAX theatre are featuring an exhibit on the human body that should prove interesting to this age group. This plan also addresses our students' lack of experiences outside their own neighborhood. However, the cost of admission to the museum plus movie tickets is \$27 each. I called the museum director and described our dilemma. I was thrilled when he provided us free admission! This is proof that you never know how your community may help you if you ask!

Our search for financial support has been informative and rewarding. We located two websites that provide aid opportunities for students: After-School-for-All and Donors Choose. Our next step will be posted on these websites to help appeal for the experiences our students need. The response from our community has been exemplary. Gerardo, a tenth-grader, said, "This program is the best thing that has happened to me in my whole life! I know many of these opportunities would not have been possible without our community partnerships."

*Amberly Walker is an intervention specialist at Sachse High School in the Garland, Texas, Independent School District. She and a group of teachers and administrators started an after-school program for at-risk students.*

**As you read this chapter...**

**Think about:**

- How parents, families, and communities influence teaching and learning
- How you can implement family-centered teaching and learning in your classroom
- How you can foster parent/family involvement both inside and outside your classroom
- What educational reforms are promoting greater parent empowerment
- How you can use the community to teach

**228 CHAPTER 7 The Politics of American Education**

**REFLECT & WRITE**

Is it good public policy for each state to operate its state system of education independent from those of other states? Some school critics say that there should be much more unity between states. What do you think?

Intermediate educational units (IEUs), educational service organizations (ESOs), or educational service agencies (ESAs) might not be able to afford on their own this maximizing existing resources and promoting interdistrict collaboration. In New York, the intermediate educational unit is the Board of Cooperative Educational Services (BOCES). The Monroe number 1 BOCES develops programs to meet the diverse needs of general, special, talented, and at-risk students. BOCES provides unique and innovative solutions for the complex challenges of its member school districts. These varied programs enable districts to meet the needs of general, adult, special, and emotionally and medically fragile students. As students' needs change, BOCES programs adapt in response to these emerging needs.

Another type of intermediate agency, the Council of Chief State School Officers (CCSSO), is composed of state commissioners or superintendents of education and provides a forum for interstate discussion and information exchange on educational advances and issues. The chief state school officer is appointed by the governor of a state or the state board of education. One of the CCSSO sponsors is the National Teacher of the Year Program.

**REFLECT & WRITE**

Over the last decade, there has been a growing trend for state governors and legislators to exert more control over education. Do you think this is a good trend? Why or why not?

**Roles of Local Government in Education**

In educational policy and issues, local government in education, which are the governing bodies for school districts, are the primary entities affecting education at the district and city levels. Bo

**What Are Your Legal Responsibilities As a Teacher?** 273

**Avoiding Sexual Harassment**

Title VII of the Civil Rights Act of 1964 (PL 88-352) prohibits discrimination based on gender and defines sexual harassment as unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature. Teachers have a responsibility to conduct themselves in such a manner that they do not sexually harass students, staff, colleagues, and parents. As a teacher, it is important that you:

- Be familiar with your school's or district's sexual harassment policy.
- Avoid situations in which you are alone with a student. If you think it is necessary and appropriate, ask another teacher or a parent to be present.
- Act appropriately at all times.
- Don't talk about sex, engage in flirtatious behavior, or tell sexually oriented jokes or stories.
- Ask your teacher-mentor or principal for advice and assistance in dealing with a difficult student or colleague.

In a 1998 case involving sexual harassment of students by teachers, *Gebser v. Lago Vista Independent School District*, the Supreme Court ruled that a school district cannot be held liable under Title IX of the Educational Amendments of 1972 unless an official in a position to take corrective action knew of a teacher's harassment of a student and was "deliberately indifferent to it." As you will recall, Title IX prohibits sexual discrimination in educational programs that receive federal money. Remember also that the Supreme Court has ruled that sexual harassment

**• Your Turn**

You are in your first year of teaching. One of your students, Emily, is the 15-year-old daughter of the town's leading physician, and you found her crying in the girls' restroom today. She would not tell you why she was crying. Emily seems frightened of everyone, and she frequently wears long-sleeved shirts in very hot weather. She seems to have accidents more often than other children in your class. What should you do?

**YOU DECIDE**

**Is It Sexual Harassment or Sex Discrimination?**

Marissa, a junior in high school, is an all-around athlete. She is active in sports year round and enjoys being competitive. She also enjoys the companionship she gets from her teammates. Over the years, her soccer, basketball, and lacrosse coaches—some male, some female—have been close with their players, giving them pats of support on the back, and, when necessary, guiding them physically through the motions of the sport to improve their performance.

Recently, Marissa has been feeling uncomfortable with her basketball coach, Coach Bob, as he likes to be called. In the past, some coaches would pat her on the back or squeeze her shoulder to show support; however, Coach Bob pats her on her backside and rubs up to her in a way that makes her feel uncomfortable. Several of her friends have been complaining about Coach Bob's touchy-feely behavior to each other, but only jokingly, because they are afraid he will find out and make them work even harder or kick them off the team. One day after practice, Marissa was called in to Coach Bob's office. He said he wanted to talk to her about her plans for playing basketball in college. As they were talking, he made some sexual comments about her and her friends that made her very uncomfortable. This encounter made her so depressed that she considered quitting the team so she wouldn't have to deal with Coach Bob's sleazy behavior and innuendos.

Title IX prohibits sexual discrimination in educational programs that receive federal money. Additionally, the Supreme Court has ruled that sexual harassment is a form of sex discrimination, but there has been considerable public debate about this decision.

In Marissa's case, is Coach Bob guilty of sex discrimination, and therefore subject to the conditions of Title IX? As Marissa's teacher, if you were to catch wind of Coach Bob's behavior, would you consider it to be sexual harassment, and, if so, how would you respond to the situation?

For more information on sex discrimination and sexual harassment, visit the Equal Rights Advocate website at [www.equalrightslaw.org/ela/fed/fed9school.asp](http://www.equalrightslaw.org/ela/fed/fed9school.asp).



- **In the Classroom** feature boxes replace Profiles from the previous editions. These boxes describe the practices of leading teachers and administrators, often in their own words. Many of these features are new or have been updated reflecting classrooms with increasingly diverse learners.
- **What's New in Education?** replaces Education on the Move from previous editions. These features present new approaches, trends, legislation, and innovations that are impacting today's schools.

198 CHAPTER 6 Partners in Learning: Parents, Families, and the Community

### In the Classroom

with Carol Sharp  
The Home Visit Project



Some called it a throw-away school. Others considered it a school in peril. As far as first-year Principal Carol Sharp was concerned, the Susan B. Anthony Elementary School in Sacramento, California, had lost touch with the community. The overwhelming majority of students were performing below grade level, suspensions had peaked at 140 the previous year, and parents—perhaps the single most important factor in a student's success—had become spectators in their child's education.

That was 1998. Today, the K-6 school has been transformed. Student achievement has skyrocketed; suspended students have been all but eliminated; and parents are respected partners, not outsiders. "It's like a dream," says Sharp and in the meantime changes that have taken place at the school and in the surrounding community.

But it wasn't a dream. The changes, as Sharp and others are quick to note, have come about as the result of hours and hours of hard work on the part of students, educators, and parents. They're the result of a commitment to building relationships between home and school so that everyone—parents, teachers, and students—works together toward common goals.

Barriers to relationship building are present at Susan B. Anthony. Of the school's roughly 450 students, 60 percent are African American, and 15 percent are Hispanic. All live in poverty, with 100 percent of the students in a sixth-grade education. "A lot of assumptions about why parents didn't come to school," says Sharp. "But in many cases parents just needed to be invited."

Sharp, educators, and Area Congregations began meetings, all recognized the considerable effort home and school. Using a model developed by a simple but radical step: together they invited other low-performing schools in the Sacramento City Unified School District, the Susan B. Anthony staff began visiting the homes of students. They went in pairs and brought an interpreter or the school nurse, when necessary. They spent time getting to know parents and seeing their students in their home environment. They heard, often for the first time, of the hopes, dreams, and struggles of their families.

Teachers also used the initial home visit as an opportunity to share information with parents about a schoolwide restructuring effort designed to increase student achievement. "We told the community, 'This is a whole new ball game,'" recalls Sharp. "We let them know what we were doing to support their child and asked what we could do for them to support their family."

Each home visit ended with an invitation to come to school to a celebration where Sharp and her staff would talk about a comprehensive plan for school improvement. The impact of those first home visits was immediate and profound. Two months into the home visit program, 600 people came to school for a schoollock dinner and would be many celebrations of the school's successes.

Throughout the district, schools were transformed by the state enacted legislation to provide \$15 million in annual funding for schools throughout California to conduct them. Parents and educators from as far away as Boston and South Bronx have traveled to Sacramento to learn about the model program.

As dramatic as they were, the outcomes at Susan B. Anthony Elementary School and its counterparts throughout Sacramento should not have been a surprise. Parents have a profound effect not only on the life of an individual student, but also on the entire school community.

Read an online interview with Carol Sharp at [www.sacramento.k12.ca.us/parents/parents.htm](http://www.sacramento.k12.ca.us/parents/parents.htm).

Source: R. Fung, *Sacramento Observer*, 2005. (Online. Available at [www.sacramento.k12.ca.us/parents/parents.htm](http://www.sacramento.k12.ca.us/parents/parents.htm). Retrieved June 08, 2007.)

### What's New in Education?

#### Winkelman v. Parma City School District

On May 21, 2007, the Supreme Court ruled that parents do not need to hire an attorney to represent their child's interests in special education disputes. IDEA provides parents the procedural right to represent their child in an administrative hearing. The Parma City School District claimed the parents of a boy with autism, Jacob

Winkelman, could not act as legal counsel for their son in a court of law because the right to a free, appropriate public education belonged to their child. The decision in *Winkelman v. Parma City School District* concluded that parents have a vested interest in their child's education and have the legal right to challenge a public school

district's individualized plan for their child with disabilities, even if they are not licensed attorneys. Administrators believe this change will increase the substantial cost of special education litigation as inexperienced and emotionally involved parents, unable to find or afford a lawyer, go to court to dispute the school district's proposed plan for their child.

Source: M. Walsh, "High Court Backs Parents' Rights to Argue Cases Under IDEA" *Education Week*, May 22, 2007. (Online. Available at [www.edweek.org/idea/2007/05/22/page\\_01.asp?full\\_story=true&story\\_id=34000](http://www.edweek.org/idea/2007/05/22/page_01.asp?full_story=true&story_id=34000). Accessed May 24, 2007.)

IDEA defines students with disabilities as "those with mental retardation, hearing impairments (including deafness), speech or language impairments (including blindness), serious emotional disturbance, orthopedic impairments, autism, traumatic brain injury, other health impairments, or specific learning disabilities; and who, by reason thereof, need special education and related services." IDEA also allows states the option of classifying students between the ages of 3 through 9 who have disabilities as developmentally delayed. Developmental delays may be in one or more of the following areas: physical development, cognitive development, communication development, social or emotional development, or adaptive development. About 10 to 12 percent of the nation's students have some type of disability and need special education services. Table 5.1 lists the

Students with disabilities: Children with physical impairments (hearing, speech or language, visual, orthopedic) or mental/emotional impairments (mental retardation, autism, emotional disturbance, traumatic brain injury) or specific learning disabilities and who, by reason thereof, need special education and related services.

TABLE 5.1 Children Ages 3 to 21 with Disabilities Served under IDEA

#### What Issues of Governance and Finance Affect Education Today?

#### How Are School Governance and Finance Important to Classroom Teachers?

Issues related to governance and finance are relevant to all teachers because they directly impact instructional potential, cooperative effort, teacher empowerment, and professionalism.

#### Informed Professional Participation

Knowledge and understanding of how state departments of education, school districts, and schools are organized help teachers comprehend the process of school governance and funding will help you understand how you teach, and in what ways. Knowledge of school governance and funding will help you become politically and economic issues affect what you teach, how you teach, and in what conditions and environments you work. Today's professionals are more than "just teaching." They are involved in the governance of schools through school-based management and shared decision making. Increasingly, the national government, state departments of education, and school boards are giving professionals at the local level responsibility and authority for how schools are organized and operated.

#### Accountability

Governance brings accountability to the educational enterprise. School board members are accountable to the public and the state for how well they provide for a district's students. Superintendents and teachers are responsible for promoting policies are implemented, and administrators and teachers are able to do. Accountability is much more of an issue now than it was several decades ago, and the public is demanding evidence of what children know and are able to do. Accountability is much more of an issue now than it was several decades ago, and the public is demanding evidence of what children know and are able to do. Accountability is much more of an issue now than it was several decades ago, and the public is demanding evidence of what children know and are able to do.

#### Teacher Empowerment

Knowledge of governance and finance also can empower you to participate effectively in the political process. Those who know, understand, and participate in the political process are better able to influence and change the teaching and learning process. Change is needed to achieve such educational goals as providing quality education for all students. Today, new forms of governance, such as site-based management and creative funding formulas, give stakeholders more power, authority, and responsibility for decision making. Empowerment gives you a voice in how your classroom, school, and education agencies operate. Education is a political process. The idea of having people who are affected by decisions participate in decision making was not always a universal way and is still not a universal way and is still not a universal way. However, empowerment is now a politically popular concept. Those who know, understand, and participate in the political process are much more likely to influence and change the teaching and learning process.

#### What Does This Mean for You?

The average school in the United States is 42 years old. You may be lucky—your school may be "younger." Or it may be even older. It takes money—a lot of it—to build and maintain schools. The price tag for maintaining and building new school facilities in this country in 2007 was \$25 billion. Even in the best-funded district, you can count on being affected by school finance. Community members may object to rising taxes—and you may find yourself playing an advocacy role in helping your district gain the funding necessary to help you do the job you were educated to do. Identify two ways you think you will be affected by school finance as you enter the teaching profession.

- **Marginal INTASC standards** are linked to chapter material by marginal icons throughout the text; NCATE standards are listed and correlated to relevant chapters on the inside cover of the text.
- **What Does This Mean for You?** explains how information in the text concerning educational policy, philosophy, finance, laws, and so on, will impact the reader's role as a teacher.