Gene E. Hall
Linda F. Quinn
Donna M. Gollnick

EDITION 2

Introduction to Teaching

Making a Difference in Student Learning

Introduction to Teaching 2 EDITION

Introduction to Teaching: Making a Difference in Student Learning, Second Edition, is the ideal text for aspiring teachers. Acclaimed authors Gene E. Hall, Linda F. Quinn, and Donna M. Gollnick thoroughly prepare teacher education candidates to make a difference as teachers. Presenting firsthand stories and evidence-based practices while offering a student-centered approach to learning, the authors target one of the biggest challenges facing many of today's schools—making sure all students are learning—and help teachers make student learning the primary focus in all they do. From true-to-life challenges that teachers will face (high-stakes testing, student learning assessments, low teacher retention, Common Core Standards) to the inspiration and joy they will discover throughout their teaching careers, this text paints a realistic picture of the life of a teacher.

SPECIAL FEATURES

- **An Interactive eBook** is available for this text, providing a contemporary, multimedia-integrated presentation for learning. It offers integrated links to engaging video and audio as well as access to complete academic and professional articles. Study tools such as highlighting, bookmarking, and note-taking are also included.
- **Reorganized into 14 chapters**, this edition is easier for students and instructors to cover during a typical 15-week academic semester.
- **New *Teacher Interviews*** at the beginning of each chapter offer students a glimpse into the real lives of teachers and administrators by questioning teachers and school leaders from across the country and relating their responses directly to the chapter content.
- **Six new *Teachers' Lounge* stories** offer students inspirational, joyful, or humorous stories related to the chapter content, as reported by a teacher.
- ***Video Case* features** have been custom-developed for this text, featuring classroom footage and interviews with today's teachers at the elementary and high school levels. Accompanying questions tie each video to the chapter's learning objectives.
- ***Challenging Assumptions* boxes** use scholarly research to help debunk many of the myths about teaching.
- ***Understanding and Using Evidence* boxes** help readers examine a set of data, develop an interpretation, and offer a recommendation. This feature is designed to help future teachers learn more about ways to organize and utilize data.

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Hall • Quinn • Gollnick

Introduction to Teaching

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SAGE

Introduction to Teaching

Making a Difference in Student Learning

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TEACH-NOW

EDITION 2

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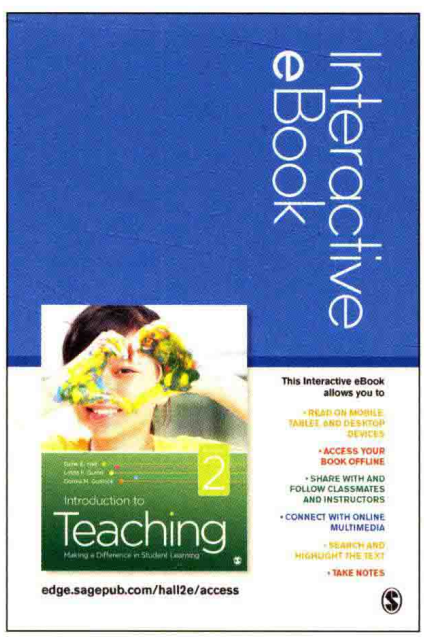

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Introduction to

Teaching 2 EDITION

Introduction to Teaching: Making a Difference in Student Learning, Second Edition, is the ideal beginning text for aspiring teachers.

Acclaimed authors Gene E. Hall, Linda F. Quinn, and Donna M. Gollnick thoroughly prepare students to **make a difference as teachers**, presenting firsthand stories and evidence-based practices while offering a student-centered approach to learning.

From **true-to-life challenges** that teachers will face—high-stakes testing, reduced funding, and low teacher retention—to the inspiration and joy they will discover throughout their teaching careers, this text paints a **realistic picture of the life of a teacher**.

"Our book not only shows students how to teach but also lays the foundation for becoming an exceptional teacher in today's schools. As is stated in the title, we want our readers to understand how teachers can make a difference in student learning. Every chapter and feature reflect what happens in real schools, giving readers a realistic portrait of both the challenges and the joys of becoming a teacher."

—Gene E. Hall,
Linda F. Quinn, and
Donna M. Gollnick

Some of the

UNIQUE AND POWERFUL FEATURES

students will encounter in this book provide

Real-World Context

Practical Strategies

Learning Tools to Succeed in the Classroom

Real-World Context

- **Chapter-opening *Teacher Interviews*** include questions and responses from teachers and school leaders from across the country and relate directly to the chapter content.
- ***Video Case* boxes** feature classroom footage and interviews with today's teachers at elementary and high school levels to provide each reader an equal opportunity to hear firsthand accounts and stories from the field. Each video includes questions to help tie it to the chapter's learning objectives.
- True-to-life experiences are best exemplified in the ***Teachers' Lounge* features**, which provide inspirational, joyful, or humorous stories related to the chapter content, as reported by a teacher.

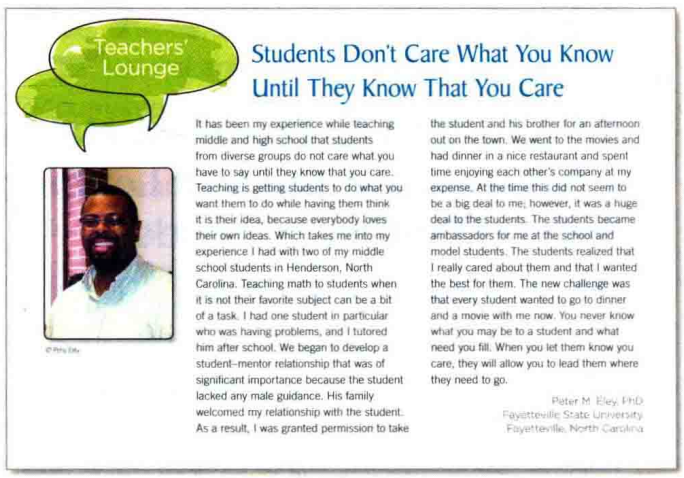
TEACHER INTERVIEW

Kelly Maschari

Kelly Maschari teaches one of three third-grade classes at Brent Elementary School in Washington, DC, a few blocks from the U.S. Capitol building, where Congress convenes. Raised in rural Ohio, Kelly has since expanded her knowledge and experience with cultural diversity after teaching in Hong Kong, Houston, and now the District of Columbia. With a bachelor's degree in business administration and marketing, she began her teaching career as an ESOL (English for speakers of other languages) teacher in Hong Kong where she worked with students from the ages of five months to 13 years at a language center. In Houston she taught at Ortiz Middle School, a charter school with a majority of Hispanic students. Since arriving in Washington, she has taught at both a charter school and traditional public schools.

Q: What have you found as successful strategies in working with students from diverse groups?

A: *When students see themselves as a collective team, they become members of a community and active participants in helping each other regardless of their race,*



Teachers' Lounge

Students Don't Care What You Know Until They Know That You Care

It has been my experience while teaching middle and high school that students from diverse groups do not care what you have to say until they know that you care. Teaching is getting students to do what you want them to do while having them think it is their idea, because everybody loves their own ideas. Which takes me into my experience I had with two of my middle school students in Henderson, North Carolina. Teaching math to students when it is not their favorite subject can be a bit of a task. I had one student in particular who was having problems, and I tutored him after school. We began to develop a student–mentor relationship that was of significant importance because the student lacked any male guidance. His family welcomed my relationship with the student. As a result, I was granted permission to take the student and his brother for an afternoon out on the town. We went to the movies and had dinner in a nice restaurant and spent time enjoying each other's company at my expense. At the time this did not seem to be a big deal to me; however, it was a huge deal to the students. The students became ambassadors for me at the school and model students. The students realized that I really cared about them and that I wanted the best for them. The new challenge was that every student wanted to go to dinner and a movie with me now. You never know what you may be to a student and what need you fill. When you let them know you care, they will allow you to lead them where they need to go.

Peter M. Eley, PhD
Fayetteville State University
Fayetteville, North Carolina

"The design presents both theory and real-life experience. It is a user-friendly design that enhances readability. I liked the Teachers' Lounge *and* Challenging Assumptions *features. I think the* Teachers' Lounge *provides another real-life story for students to learn from. The* Challenging Assumptions *section I found useful in provoking student thinking about their current beliefs."*

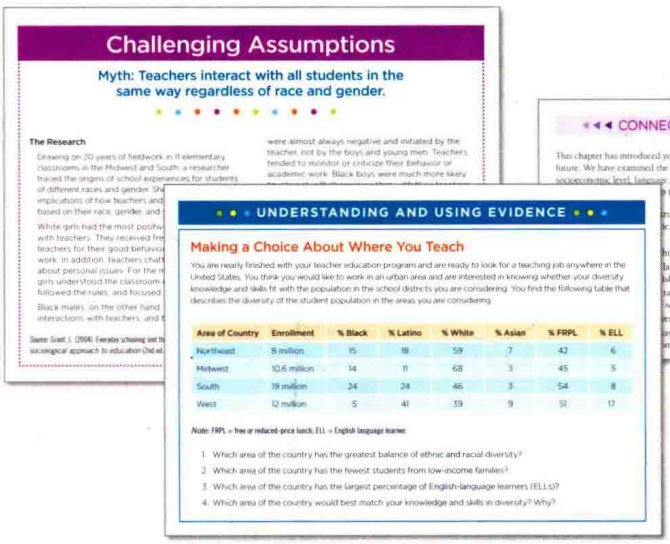
—Jill E. Purdy, EdD, Cedar Crest College

Practical Strategies

- ***Challenging Assumptions* boxes** use scholarly research and probing questions to encourage critical thinking and to debunk many of the myths about teaching.
- ***Understanding and Using Evidence* boxes** help readers examine a set of data, develop an interpretation, and offer a recommendation for challenges they may come up against in their daily practice as teachers.

"The Learning Outcomes *and* Questions to Consider *sections clearly identify what should be looked for. I also like the way in which the authors connect the material to the field; that is, the* Challenging Assumptions, Classroom Connections, *and* Summary *features all provide closure to the material in a way that should make students think about how this content is/ can be used in their professional work."*

—Thomas J. Sheeran, EdD,
Niagara University



Challenging Assumptions

Myth: Teachers interact with all students in the same way regardless of race and gender.

The Research

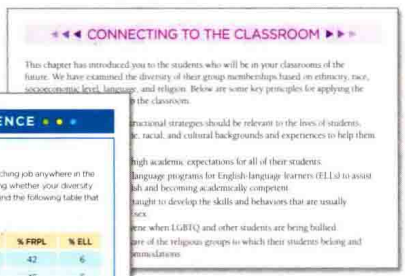
Drawing on 20 years of fieldwork in 11 elementary classrooms in the Midwest and South, a researcher traced the origins of school experiences for students of different races and gender. She... implications of how teachers and... based on their race, gender, and...

White girls had the most positive... with teachers. They received fre... teachers for their good behavio... work. In addition, teachers chat... about personal issues. For the... girls understood the classroom... followed the rules, and focused...

Black males, on the other hand, ... interactions with teachers, and t...

were almost always negative and initiated by the teacher, not by the boys and young men. Teachers tended to monitor or criticize their behavior or academic work. Black boys were much more likely

Source: Grant, L. (2004). Everyday schooling and the... sociological approach to education (2nd ed.



CONNECTING TO THE CLASSROOM

This chapter has introduced you to the students who will be in your classrooms of the future. We have examined the diversity of their group memberships based on ethnicity, race, socioeconomic level, language, and religion. Below are some key principles for applying the ... the classroom.

...ructional strategies should be relevant to the lives of students... ...ic, racial, and cultural backgrounds and experiences to help them...

...high academic expectations for all of their students

...language programs for English-language learners (ELLs) to assist... ...ish and becoming academically competent

...taught to develop the skills and behaviors that are usually... ...sex.

...ene when LGBTQ and other students are being bullied

...are of the religious groups to which their students belong and... ...ormulations

UNDERSTANDING AND USING EVIDENCE

Making a Choice About Where You Teach

You are nearly finished with your teacher education program and are ready to look for a teaching job anywhere in the United States. You think you would like to work in an urban area and are interested in knowing whether your diversity knowledge and skills fit with the population in the school districts you are considering. You find the following table that describes the diversity of the student population in the areas you are considering.

Area of Country	Enrollment	% Black	% Latino	% White	% Asian	% FRPL	% ELL
Northeast	8 million	15	18	59	7	42	6
Midwest	10.6 million	14	11	68	3	45	5
South	19 million	24	24	46	3	54	8
West	12 million	5	41	39	9	51	17

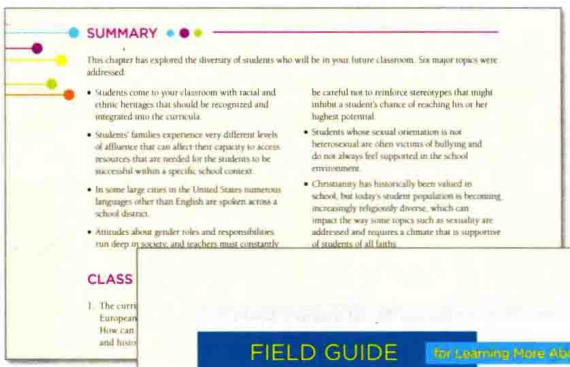
Note: FRPL = free or reduced-price lunch; ELL = English language learner.

1. Which area of the country has the greatest balance of ethnic and racial diversity?
2. Which area of the country has the fewest students from low-income families?
3. Which area of the country has the largest percentage of English-language learners (ELLs)?
4. Which area of the country would best match your knowledge and skills in diversity? Why?

- ***Connecting to the Classroom*** recaps chapter content and provides succinct principles for applying chapter concepts to the classroom.

Learning Tools to Succeed in the Classroom

- **Chapter-opening *Questions to Consider*** ask students to consider their personal experiences in school as context while reading and learning the main concepts in the chapter.
- **End-of-chapter pedagogical features** include chapter summaries, class discussion questions, key terms, complexity of thinking rubrics, and self-assessments.
- An extensive end-of-chapter feature, the ***Field Guide***, provides suggestions for learning more about concepts presented in the chapter. These include questions to **Ask a Teacher or Principal**, **Make Your Own Observations** ideas, proposals to **Reflect Through Journaling**, **Build Your Portfolio** tips, **Read a Book** ideas, **Search the Web** resources, and **Watch a Movie** suggestions.



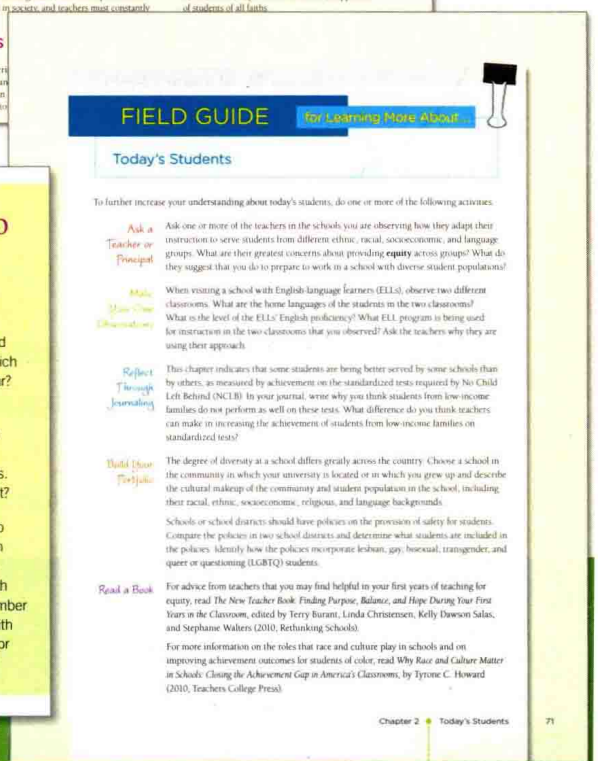
SUMMARY

This chapter has explored the diversity of students who will be in your future classroom. Six major topics were addressed:

- Students come to your classroom with racial and ethnic heritages that should be recognized and integrated into the curricula.
- Students' families experience very different levels of affluence that can affect their capacity to access resources that are needed for the students to be successful within a specific school context.
- In some large cities in the United States numerous languages other than English are spoken across a school district.
- Attitudes about gender roles and responsibilities run deep in society, and teachers must constantly be careful not to reinforce stereotypes that might inhibit a student's chance of reaching his or her highest potential.
- Students whose sexual orientation is not heterosexual are often victims of bullying and do not always feel supported in the school environment.
- Christianity has historically been valued in school, but today's student population is becoming increasingly religiously diverse, which can impact the way some topics such as sexuality are addressed and requires a climate that is supportive of students of all faiths.

CLASS

1. The curri... European... How can... and histo...



FIELD GUIDE for Learning More About...

Today's Students

To further increase your understanding about today's students, do one or more of the following activities.

Ask a Teacher or Principal

Ask one or more of the teachers in the schools you are observing how they adapt their instruction to serve students from different ethnic, racial, socioeconomic, and language groups. What are their greatest concerns about providing **equity** across groups? What do they suggest that you do to prepare to work in a school with diverse student populations?

Make Your Own Observations

When visiting a school with English-language learners (ELLs), observe two different classrooms. What are the home languages of the students in the two classrooms? What is the level of the ELLs' English proficiency? What ELL program is being used for instruction in the two classrooms that you observed? Ask the teachers why they are using their approach.

Reflect Through Journaling

This chapter indicates that some students are being better served by some schools than by others, as measured by achievement on the standardized tests required by No Child Left Behind (NCLB). In your journal, write why you think students from low-income families do not perform as well on these tests. What difference do you think teachers can make in increasing the achievement of students from low-income families on standardized tests?

Build Your Portfolio

The degree of diversity at a school differs greatly across the country. Choose a school in the community in which your university is located or in which you grew up and describe the cultural makeup of the community and student population in the school, including their racial, ethnic, socioeconomic, religious, and language backgrounds.

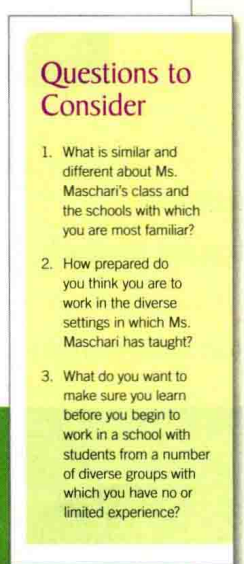
Schools or school districts should have policies on the provision of safety for students. Compare the policies in two school districts and determine what students are included in the policies. Identify how the policies incorporate lesbian, gay, bisexual, transgender, and queer or questioning (LGBTQ) students.

Read a Book

For advice from teachers that you may find helpful in your first years of teaching for equity, read *The New Teacher Book: Finding Purpose, Balance, and Hope During Your First Years in the Classroom*, edited by Terry Burant, Linda Christensen, Kelly Dawson Salas, and Stephanie Walters (2010, Rethinking Schools).

For more information on the roles that race and culture play in schools and on improving achievement outcomes for students of color, read *Why Race and Culture Matter in Schools: Closing the Achievement Gap in America's Classrooms*, by Tyrone C. Howard (2010, Teachers College Press).

Chapter 2 • Today's Students 71



Questions to Consider

1. What is similar and different about Ms. Maschari's class and the schools with which you are most familiar?
2. How prepared do you think you are to work in the diverse settings in which Ms. Maschari has taught?
3. What do you want to make sure you learn before you begin to work in a school with students from a number of diverse groups with which you have no or limited experience?

ONLINE RESOURCES

In addition to these great features, you will have access to a robust suite of online resources for both students and instructors at **edge.sagepub.com/hall2e**.

Instructor Resources:

- A Microsoft Word test bank
- Chapter-specific PowerPoint® slides
- EXCLUSIVE access to certain full-text SAGE journal articles
- Lecture notes that summarize key concepts
- Sample course syllabi covering both semester and quarter courses
- Lively and stimulating ideas for class activities
- Chapter-specific discussion questions
- Original video cases featuring in-class footage, teacher interviews, and accompanying reflection questions
- Video links and web resources
- A course cartridge for easy LMS integration

"Topics and resources included with the text will provide teacher candidates with skills and knowledge that will be helpful in their classroom."

—Norma R. Wheat, EdD, Campbellsville University

"Video examples to heighten the students' knowledge are definitely a plus; students will have the ability to view teachers in action within a classroom. This will give the students a real-world experience and instructional strategies to model."

—Norma R. Wheat, EdD, Campbellsville University

Video Case 12.2

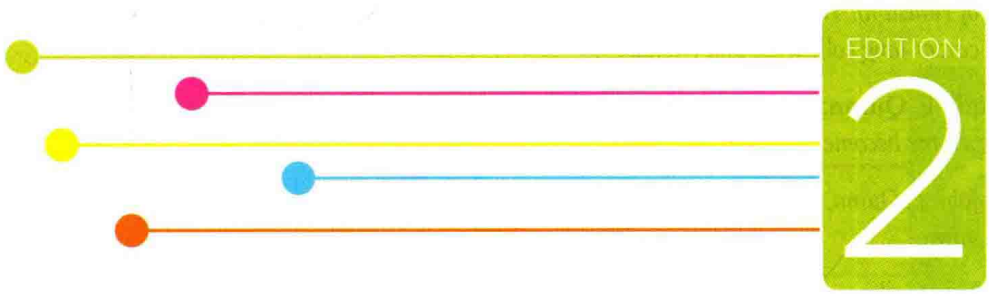
Group Work

1. Why did Seana Mekari use a "silent symposium" group work activity to facilitate student comments on a recent reading assignment?
2. Teachers must carefully plan every facet of group work. Which part of a group work lesson might be the most difficult for teachers to plan for?

Student Resources:

- Mobile-friendly eflashcards and quizzes
- A complete action plan providing tips and feedback
- Video links and web resources
- EXCLUSIVE access to certain full-text SAGE journal articles

Introduction to Teaching



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DEDICATION

The authors dedicate this book to the great teachers we have known—from early childhood teachers to research university professors. We have wonderful memories of their deep knowledge and skillful teaching, their helpfulness, and their cheerful willingness to offer guidance. They taught us to learn, challenged us to think, and also brought in their humor. They found joy in their teaching and brought true joy to our learning.

We are blessed with having had more of them than we can name. All the same, we want to name several who made significant differences to each of us.

Gene E. Hall: *Teachers and professors who made significant differences for me include*

Mrs. Connie Johnson (Park Street School): My third-grade teacher who taught us phonics at a time when Whole Language was the way.

Mr. Jack Alexander (Director of Music, Rutland High School): Who developed high-quality band, choral and special performances, including our doing The Mikado *with all the props from Broadway.*

Dr. Calvin Grass (Physics Professor, Castleton State College): My undergraduate physics teacher who mentored me into applying for graduate studies at Syracuse University.

Dr. Howard Jones (Dissertation Advisor at Syracuse University, who later moved to the University of Houston): The ideal model of what a professor can be for the profession and his students: mentor, career-long colleague, and friend.

Linda F. Quinn: *Just a few of the many teachers and mentors who shared their wisdom with me and helped me become an educator include*

John P. Quinn, Professor, husband, friend who listened to all of my ideas and helped me write them down.

Jane Stallings, Stanford PhD, Texas A & M Professor Emerita, Teaching, Learning, and Culture took me under her wing and made me part of the Weekend Warriors.

W. Robert Houston, PhD, University of Houston, John and Rebecca Moores Professor and Executive Director of the Institute for Urban Education, a brilliant educator who saw me through the doctoral dissertation minefield with patience and kindness.

Jane McCarthy, EdD, President, World Federation of Associations of Teacher Education, quintessential educator, fun-loving friend who always has a super idea for out next educational adventure.

Donna M. Gollnick: *Teachers who made a difference in my learning include*

Mr. Bill Doig: My algebra and advanced math teacher who made me feel smart by insisting that I participate in mathematics competitions.

Mr. Kenneth Sever: My high school speech teacher who not only taught the seniors public speaking but also instilled in us a creative spirit.

Dr. Phyllis Lowe: The professor of education at Purdue University who inspired me to be an engaging teacher as an undergraduate and later encouraged me to seek a doctorate rather than becoming a school administrator.

We thank each and every one of these teachers and the thousands of other exceptional teachers who have made a difference in learning for their students, and who have found joy in teaching.

Preface

Welcome to *Introduction to Teaching: Making a Difference in Student Learning, Second Edition,* which has been developed by an expert team of authors who have wide-ranging experiences and deep knowledge about today's schools and teacher education. Our combined experiences as teachers, teacher educators, and scholars add up to more than 100 years! We are fully engaged in today's schools, always experimenting with new approaches to teacher education, and frequently collaborating with colleagues across the United States and in other countries.

The members of our author team have a strong commitment to improving teacher education, and we have each worked on that goal in a variety of ways.

Over the past few years, as we would meet and talk about what is happening in today's schools, we came to the conclusion that most of the textbooks for introductory teacher education courses do not accurately represent how schools and instruction are changing. Similarly, in many teacher education programs the increased emphasis on state-mandated testing, standards, and the importance of assessing versus testing are not receiving as much attention as needed. We strongly believe that future teachers need an introduction-to-teaching textbook that is heavily grounded in the new paradigm for schools, which is focused on student learning.

We decided to write an introduction-to-teaching textbook that is grounded in today's schools, places a heavy emphasis on understanding student learning, and acknowledges the challenges of teaching while also emphasizing the joy to be found in this profession. The first edition of our new textbook has been very well received—so much so that our SAGE colleagues asked us to develop this new edition.

Also, the emerging pressures from many sources—including policymakers, parents, and society in general—have led to schools and teachers responding in a number of new ways. Given all that is happening, this is the right time to prepare this new edition. We are updating each chapter's basic content and inserting new examples of the many neat ways that teachers and schools are responding to today's pressures and needs.

A quick look through most introduction-to-teaching textbooks can leave the impression that they all are the same. However, a closer look reveals there can be significant differences between these texts. The differences go beyond how the books are organized and their design. The overall philosophy of textbooks for the introduction-to-teaching course can vary dramatically. In this book we have worked to ensure that the view of teaching we reflect is grounded in what schools are really like today, and where they are headed in the near future. The examples, discussion questions, and field activities throughout promote deep understanding of what it takes to become a teacher who improves student learning.

Our goal in writing this introduction-to-teaching textbook is to help future teachers prepare for one of the most important, challenging, and worthwhile professions there is. We all know from our own experience when we were students what it means to have an exceptional teacher. We also know what it means to have a teacher who is not. By combining our more than 100 years of experience, we have written a textbook that will help you become one of those exceptional teachers.

THEMES

We have identified several key themes that are carried across each of the chapters in this text. Each theme is foundational to what we see exceptional teachers doing.

Focus on Learning. The most important theme of this book, as is reflected in the subtitle, is *making a difference in student learning.* In the past, including when each of us went through our teacher education program, the major focus was on describing what *teachers* do. Today, the focus has shifted to *student learning.* The most important purpose of teaching and schools is to have all students learning. High-quality teachers are always thinking about how what they are doing is affecting student learning.

Understanding and Using Data. Most of today's schools have more data available than can be used effectively. The importance of data should not be underestimated. However, learning how to use data and making decisions based on data are new skills for most teachers. One important resource for using data efficiently and well is technology. In this edition we provide examples of the ways teachers, and principals, use data.

Real Educators, Real Schools, and Real Students. Given that each of us has been a teacher and teacher educator for a long time, we know that it is important to include the words of teachers and other education professionals. Therefore, every chapter begins with an interview of a real educator who is working in schools and school districts at this time. Several of the chapters begin with an interview of a first- or second-year teacher, people who have solid recommendations for beginning teachers today. Because schools cannot succeed without good leaders, other chapters begin with an interview of a school or district administrator, and the opening interview for one of the chapters features two school law experts. There is no escaping the importance of legal aspects of education, so we thought it would be important for you to read firsthand about the legal perspective and how it affects the responsibilities of teachers and the opportunities for all students to learn.

Using Technology for Learning. We all see how the many types of technology are being used by students. Integrating technology into instruction can be powerful, and so uses of technology are referenced throughout this book. In addition, this text provides users with access to several useful and innovative technology-based resources, one of which is a set of videos of real classrooms. We asked expert teachers with interesting classrooms to share what they are doing, and then produced these videos specifically for this book.

Facing Challenges. Now is not only a very important time to become a teacher; it is also a time during which schools are facing many very difficult problems. Today's students are more diverse than ever before. For the first time in the history of the United States, there are governors and legislators who are questioning the importance of public schools and reducing their support of teachers. In a textbook designed to introduce aspiring teachers to real schools, we must address these serious challenges and explore ways to deal with them.

Joy in Teaching. We would be remiss if we did not also address the important theme of *joy* in teaching. There is much joy in teaching, but it is easy to overlook if you're confronted with all the work and challenges. So, throughout this text we have made reference to joy in teaching. There are cartoons throughout, as well as a special feature called **Teachers' Lounge.** For this feature we asked teachers and colleagues to share humorous, touching, and insightful stories from their experiences. As you become a teacher, we will welcome your contributions to this feature in future editions.

FEATURES

As you read this text, you will find interesting and useful features.

Teacher Interviews open each chapter and offer an authentic look at what it means to be a teacher today. Each chapter-opening interview is paired with Questions to Consider that are designed to stimulate critical thinking about the chapter topic and prepare you to engage more deeply with the material that follows.

Learning Outcomes at the beginning of each chapter guide the readers to think about what they should take away from their reading.

Marginal Icons throughout the chapters direct readers to relevant video and audio resources as well as journal articles and reference resources that will allow them to take a deeper look at areas of particular interest to them.

Summaries close each chapter and are designed to help teacher candidates focus on key chapter content.

Class Discussion Questions challenge students to think critically and apply what they have read.

Self-Assessments allow students to examine their own level of understanding of the chapter content by using a Complexity of Thinking rubric to identify areas of weakness that may require additional study or attention.

The Field Guide for Learning concludes each chapter and provides students opportunities to extend their learning beyond the pages of this book. Each field guide represents a critical resource to help students develop the knowledge and skills that we find in expert educators by providing suggestions for classroom observation activities, reflection questions to promote journaling, portfolio builders, and suggested books and websites for further study.

Stories and Examples are important ways to learn about teaching (and improving student learning), and so each chapter includes plenty of these to illustrate the basic ideas.

We also have a number of engaging boxed features:

Understanding and Using Evidence boxes present a set of research findings or data and ask students to form an understanding of the information and to attempt their own analysis. Using data is now a very important skill for teachers. Follow-up information and sample answers are provided on the ancillary website.

Challenging Assumptions boxes engage future teachers in confronting "common sense" conclusions they may hold about education practices that are, in fact, not supported by research. We have provided examples of surprising research information that we hope will encourage candidates to question the obvious, and to be rigorous when investigating and implementing teaching strategies.

Teachers' Lounge boxes feature inspirational, humorous, and unexpected classroom moments shared by educators from across the country. These boxes offer the reader a behind-the-scenes glimpse at the stories teachers share with one another in the teachers' lounge that define the day-to-day experience of what it means to be a teacher.

Video Case boxes feature video clips that bring the reality of the modern classroom into focus. Each box features two or three questions that prime students to think critically about the accompanying video (online).

Connecting to the Classroom boxes offer a convenient summary of suggestions for teaching best practices presented in the chapter.

WHAT'S NEW?

Preparing the next edition of a book always is a challenge for the authors. We see much of the previous edition being useful and important to retain. There are the necessary changes such as updating sources and references. Readers and instructors will have provided reviews and suggestions based on using the previous edition. The authors and their editors will have ideas about how to make this next edition even better. At the same time, making too many changes can lead to instructors not seeing our textbook as being the same as the previous edition that had worked so successfully.

In other words, there is a need to balance making changes and continuing to preserve the core content and elements. The feedback about the first edition from instructors and teacher education candidates has been positive and encouraging. We authors have been pleased with the reception that our textbook has received. There has been no glaring fault or demand for making a major change.

Therefore, our efforts have been to preserve, update, refine, and enrich. This does not mean that this edition is not new: it most certainly is. In addition to the usual updating of sources and refining of the wording we have made the following changes in major elements to make this textbook even better.

- *Reduced the Number of Chapters to 14:* In the first edition there were 16 chapters. The typical academic semester is 15 weeks. Having just 14 chapters will be much easier and more efficient for students and instructors.
- *New Exceptional Educator Interviews:* Each chapter begins with an interview with a real teacher or administrator. These interviews need to be up to date, so 10 of these interviews are new for this edition.
- *New Teachers' Lounge Stories:* These stories have been well received. Instructors and colleagues have submitted six new ones that really fit the themes of each chapter.
- *Challenging Assumptions:* Probing questions have been added to the end of this feature to further encourage critical thinking
- *Updating Content:* Changing views of public education, reauthorization of ESEA, a.k.a. NCLB, and the opting out of testing movement are emerging topics.
- *Updating, Tables, Figures, and Sources:* Recent information about funding, court cases, new federal and state statutes, as well as new approaches to curriculum and instruction have been updated.
- *Current Information:* The latest research is represented as well as introducing current issues and topics within the discussions and the features.
- *Identifying Additional Student Differences:* Native Hawaiians and other South Pacific Islanders are now separate from Asians. Annother difference is the importance of recognizing the need and providing safety for lesbian, gay, bisexual, transgender, and queer or questioning (LGBTQ) students.

Taken together we have a new edition that builds on the strengths and successes of the first edition. The interviews and stories, as well as the content updates, make this edition the best yet for instructors and our readers—in other words, for teacher education candidates.

ANCILLARIES

Our book offers a robust ancillary package with numerous resources to support instructors and students. All of these supplements can be accessed at the SAGE edge companion website, **edge.sagepub.com/hall2e.**

Instructor Teaching Site

SAGE edge for Instructors supports teaching by making it easy to integrate quality content and create a rich learning environment for students.

- **Test banks** provide a diverse range of prewritten options as well as the opportunity to edit any question and/or insert personalized questions to effectively assess students' progress and understanding.
- **Sample course syllabi** for semester and quarter courses provide suggested models for structuring one's course.
- Editable, chapter-specific **PowerPoint slides** offer complete flexibility for creating a multimedia presentation for the course.
- EXCLUSIVE! Access to full-text **SAGE journal and reference articles** that have been carefully selected to support and expand on the concepts presented in each chapter to encourage students to think critically.
- **Multimedia content** includes original SAGE videos that appeal to students with different learning styles.
- **Lecture resources** include discussion questions, class activities, and access to all supplemental materials featured in the margins of the text.
- A **course cartridge** provides easy learning management system (LMS) integration.

Student Study Site

SAGE edge is a robust online environment designed to customize and enhance each student's learning experience. Carefully crafted tools and resources encourage review, practice, and critical thinking, giving students the edge they need to master course content.

- Mobile-friendly **eFlashcards** strengthen understanding of key terms and concepts.
- Mobile-friendly practice **quizzes** allow for independent assessment by students of their mastery of course material.
- Carefully selected chapter-by-chapter **video links** and **multimedia content** enhance classroom-based explorations of key topics.
- A customized online **action plan** includes tips and feedback on progress through the course and materials that allow students to individualize their learning experience.
- **Chapter summaries** with **learning objectives** reinforce the most important material.
- EXCLUSIVE! Access to full-text **SAGE journal and reference articles** that have been carefully selected to support and expand on the concepts presented in each chapter to encourage students to think critically.

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