

# Teaching IN AMERICA



GEORGE S. MORRISON

# *Leaching in America*

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# Teaching in America

## PHILOSOPHY AND THEMES

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Teaching in America was written to meet the need of preservice teachers for an active learning text that is readable, practical, and based on current ideas about teaching. The education of teachers is changing in response to reform movements and expanding professional roles for teachers. Teaching is an active process in which teachers think about what they do, research and reflect upon their practice, make decisions, and improve their performance. *Teaching in America* embraces this changing professional practice.

This book is organized around the key theme of active and interactive learning illuminated through personal reflection, and it provides many opportunities for reflection, creative problem solving, and peer collaboration. This is a “working text”: readers reflect and respond on the page and apply information and ideas in authentic contexts. This working text format enables the reader to actively construct knowledge and ideas about teaching.

Within the narrative of each chapter, readers have an average of ten opportunities to interact directly with text through thinking and writing. In addition to these Reflect and Write write-ins, students have opportunities to reflect and write in Applications for Active Learning at the close of each chapter.

*Teaching in America* is a core text for Introduction to Teaching and Foundations of Education courses taught within teacher preparation programs. It explores the knowledge, attitudes, behaviors, and skills that good teachers have. It also provides a comprehensive, understandable, realistic, foundational background in the field of education and teaching as a profession. Social and political foundations are also emphasized. Many real-life examples of schools, programs, classrooms, and teachers allow readers to explore the many dimensions of education and schooling in America. This approach enables future teachers to make the transition from *thinking* about being a teacher to *identifying* with the profession as an active, confident participant. It is hoped that by building a firm foundation of self-knowledge, knowledge of education as an institution and as a career, knowledge of teaching competencies, and knowledge of issues in education, readers will grow in their professional development as teachers.

*Teaching in America* emphasizes four main content themes that are integrated throughout the text:

- **Diversity.** The United States is a nation of diverse people, and this diversity is reflected in the classroom. It is important for teachers to have the knowledge and sensitivity to teach all students well, which means that teachers must have a wide-angle view of diversity and must understand how culture and language influence teaching and learning. In addition to a separate chapter on diversity, every chapter of *Teaching in America* supports this theme through narrative, examples, and Profiles features.
- **Family-Centered, Community-Based Practice.** In addressing students’ needs, teachers and schools need help from the families and communities they serve. In addition to a separate chapter on parent, family, and community involvement, *Teaching in America* supports



this theme in every chapter through examples of impacts on teaching and learning and of successful partnerships.

■ **Professional Decision Making.** Decision making is at the heart of teaching. In every chapter, *Teaching in America* models professional, ethical, practical, and reality-based decision-making processes through the application of foundational knowledge.

■ **Teacher Tasks and Responsibilities.** Thematically, this text traces thirty practical teacher tasks and responsibilities in six key areas: personal, professional, developmental, collaborative, instructional, and supervisory and

administrative. The Connections charts at the end of this Preface show how each area of teacher tasks and responsibilities is developed from chapter to chapter throughout the four parts of the book. *Teaching in America* thus provides authentic, practical, useful information that helps future teachers prepare for and enter the teaching profession with confidence.

## BOOK AND CHAPTER ORGANIZATION

*Teaching in America* has thirteen chapters organized in four parts. Each of the four parts opens with a list of **Focus Questions** for the part, which direct readers' attention to questions they will answer as a result of reading individual chapters.

The three chapters of Part 1 (Teachers and Schools) provide practical information, inspiration, and a realistic orientation. Part 2 (Students, Families, and Communities) contains three chapters focusing on diversity, students' needs, and the importance of family and community involvement in education. Part 3 (Foundations of Education) has four chapters covering social, political, economic, legal, historical, and philosophical foundations of education. Part 4 (Teaching and Learning) provides three chapters on principles of learning, curriculum and instruction, and practicing successfully during the first year of teaching.

Each of the thirteen chapters has the following organizational elements:

- **Chapter Outlines** list the chapter headings and applications.
- **Opening Vignettes**, often with authentic teacher dialogue, focus readers' attention, provide real-life context, and stimulate reflection and critical thinking.
- **Boldfaced Key Terms** appear in the narrative where they are defined. At the end of the chapter, **Terms and Names to Know** lists the highlighted terms with page cross-references for study and review. All terms are also defined in the end-of-book **Glossary**.
- **Embedded Reflect and Write Activities** ask readers to respond to content-related questions in writing on the page. Many questions ask readers to relate information and ideas to their own values and prior experiences.

### Chapter 6



Partners in Teaching:  
Families and the  
Community

#### CHAPTER OUTLINE

*How Do Parents and Families Influence Teaching and Learning?*  
*Changing Families • Education as a Family Affair*  
*What Is Family-Centered Teaching?*  
*Family-Centered Teaching?*  
*Parents*  
*How Can Teachers and Schools Work with Families to Break Down Barriers?*  
*What Other Trends Are Leading to Greater Parent Involvement?*  
*Use-Based Management • School Choice and Teachers • Charter Schools • Privatization*  
*How Can We Use the Community to Teach?*  
*Understanding Community Partners • Developing Community-School Partnerships*  
*How Do Teachers and Schools Partners in Education?*  
*How Do Technology, Community, and Global Education?*  
*Chapter Summary*  
*Terms and Names to Know*  
*Applications for Active Learning*  
*Connections • Field Experience • Research • For Your Portfolio • This File*  
*Readings for Self-Directed Learning*

#### "A BUSINESS-SCHOOL PARTNERSHIP— WHAT A GREAT IDEA!"

Lisa Lottman, a beginning eighth-grade math teacher, is on her way to a meeting with four Cardinals, her mentor teacher Lisa, is concerned about her students' math achievement and their overall attitude toward math.

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■ **Profiles** describe actual schools, programs, and classrooms and present teachers' first-person accounts of their experiences.

■ **Chapter Summaries** provide brief bulleted paragraphs emphasizing main ideas.

■ **Chapter-closing Applications for Active Learning** further express this book's "working text" concept. Items provide authentic opportunities for readers to integrate, apply, and extend their knowledge and preparation for teaching. Each chapter has five sets of student activities in Applications for Active Learning:

**Connections.** Readers reinterpret the opening vignette in relation to chapter content. Readers also have an opportunity to create a graphic representation of significant concepts and meaningful relationships among ideas and information.

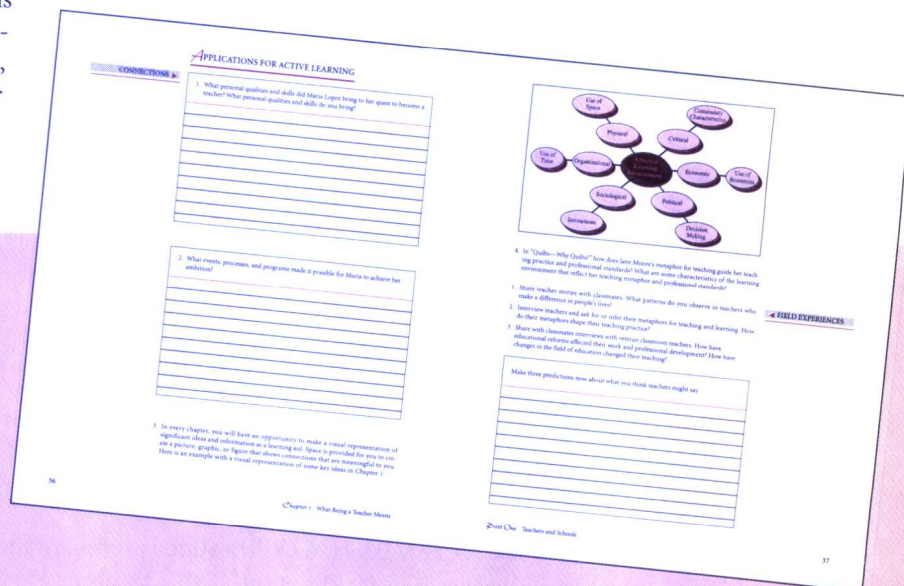
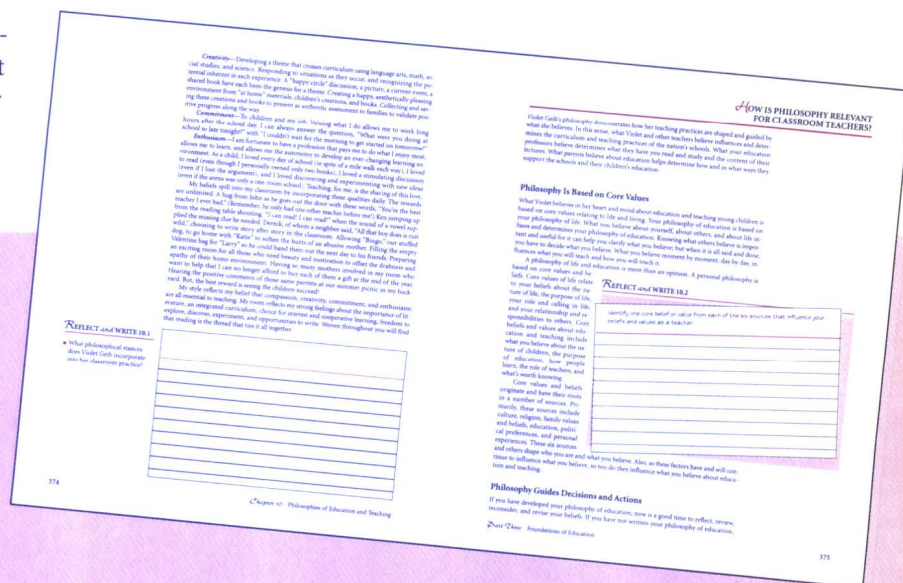
**Field Experiences.** Students choose assignments in which they conduct observations and interviews and gather, analyze, and share data to enrich and extend their learning.

**Personal Research.** Readers explore information sources that relate specifically to their own career plans.

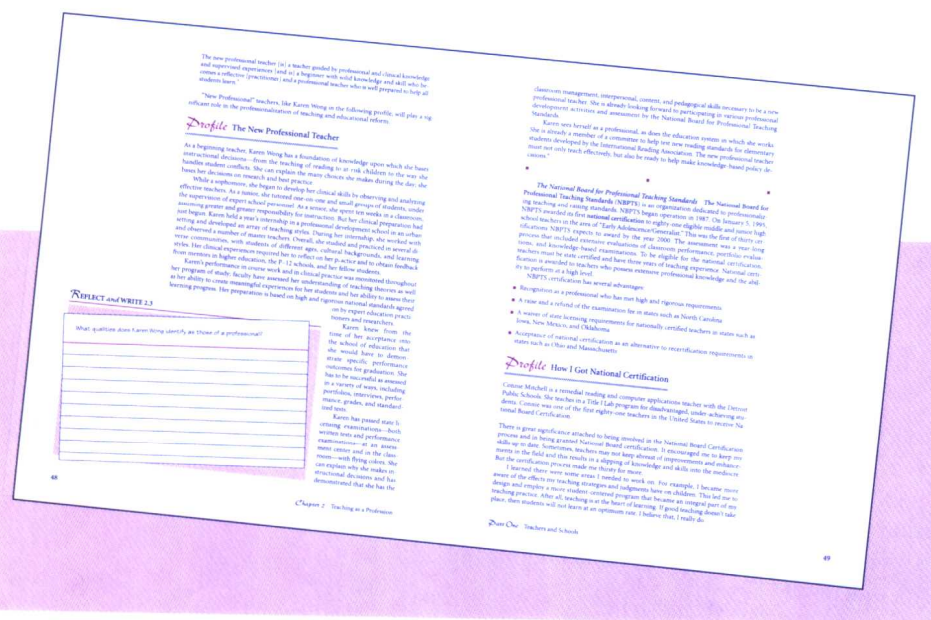
**For Your Portfolio.** With suggestions for developing and gathering artifacts for portfolio presentation, readers document their learning for course assessment, job seeking, and continuing professional development.

**Idea File.** Readers develop specific teaching strategies and problem-solving approaches that they can apply in their first year of teaching.

■ **Readings for Self-Directed Learning** provide a brief annotated bibliography at the end of each chapter to encourage readers to explore issues or topics in greater detail.



# PROFILES CONNECT STUDENTS TO REAL CLASSROOMS AND TEACHERS.



Each chapter presents four to six **Profiles** that feature real-life descriptions and first-person accounts relating to chapter content. Examples of actual programs and the voices of actual teachers are designed to spark readers' interest, illuminate text material, and stimulate thinking in authentic contexts. The Profiles let readers see what teaching and participating in school life are really like and how teacher reflection and decision making shape professional practice. Profiles are presented in both narrative context and as boxed features.

## SUPPLEMENTS



The following supplements accompany *Teaching in America*:

- Instructor's Resource Manual and Test Bank
- Introduction to Education/Foundations of Education Transparency Package (100 acetates, most in color)
- CNN Connections Videotape (a two-hour compilation of CNN segments related to text topics)

The all-new CNN Connections videotape contains thirty-eight clips from recent CNN news broadcasts, organized thematically in thirteen segments relating to chapter content. Instructional support for using the video is provided in the Video and Online Guide section of the Instructor's Resource Manual. In addition, part openers in the text include photos and captions that integrate the video with text content.

The Instructor's Resource Manual (IRM) contains the following instructional aids:

- Chapter-by-chapter teaching suggestions
- Over fifty transparency and handout masters
- Video and Online Guide

The Video and Online Guide portion of the Instructor's Resource Manual contains suggestions for using the CNN Connections videotape, descriptions of the video segments, correlations of video segments to the text by part and by chapter, suggestions for



discussion questions and activities to use with each video segment, and suggestions for online reader activities on America Online, the Internet, and the World Wide Web.

- A 1,000-item Test Bank with explained answers and answer guidelines for open-ended items

The Test Bank contains multiple-choice items and interpretive items based on vignettes or caselets. A Portfolio Assessment section suggests ways of using the student portfolio activities in the text as a means of alternative assessment. For your convenience, the Test Bank is bound with the Instructor's Resource Manual.

Chapter-by-chapter instructional resources in the IRM include the following elements:

- List of key terms and concepts with definitions and page cross-references
- Focus questions
- List of relevant acetate transparencies and transparency and handout masters
- Identification of chapter-correlated CNN Connections video segments
- Teaching outline
- Teaching suggestions for introducing the chapter and its key concepts
- Answer guidelines for Connections student activities in the text
- Discussion questions

Three or four transparency and handout masters per chapter include graphic organizers, lecture/notetaking guides, observation guides, and student self-assessment or reflection guides.

## ACKNOWLEDGMENTS

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Dallas, TX*

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*Robert E. Lee High School, Houston, TX*

Kari Hull  
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<b>Teacher Tasks and Responsibilities</b> <b>Part 1: Teachers and Schools</b>	<b>CONNECTIONS</b>			
	<b>Chapter 1</b> What Being a Teacher Means	<b>Chapter 2</b> Teaching as a Profession	<b>Chapter 3</b> How Schools Are Organized and Linked to Society	
<b>Personal</b>				
Makes career choices				
Develops a philosophy of education and personal teaching philosophy				
Explores and takes a stance on issues in education				
<b>Professional</b>				
Reviews professional literature				
Attends staff development programs				
Participates in professional activities, organizations, and conferences				
Bases teaching on professional ethics				
Uses professional practice grounded in theory and research				
<b>Developmental</b>				
Plans and designs learning experiences to meet instructional goals				
Selects appropriate curricular and instructional materials				
Plans for using instructional technology and community resources				
Plans for assessment of student learning; designs measures of performance				
<b>Collaborative</b>				
Interacts cooperatively with colleagues; participates in team teaching				
Consults with specialists				
Communicates progress to parents				
Fosters family and community involvement				
<b>Instructional</b>				
Creates, leads, and manages learning environment; groups students				
Models thinking and behavior; guides and responds to student behavior				
Delivers instruction and provides learning opportunities				
Modifies curriculum and instruction to address learning needs of all students				
Fosters cooperative and positive social relations among students				
Assesses student learning; uses assessment to improve teaching and learning				
<b>Supervisory and Administrative</b>				
Supervises recess, lunch, cafeterias, etc.				
Sponsors student activities or clubs				
Observes legal rights and responsibilities				
Enforces school rules				
Records and reports attendance, grades, etc.				
Attends department and team meetings				
Observes intervention and referral process for students with special needs				
Serves on school and district committees and school governance activities				



<b>Teacher Tasks and Responsibilities</b> <b>Part 2: Students, Families, and Communities</b>	<b>CONNECTIONS</b>			
	<b>Chapter 4</b> Teaching and Learning in Multicultural and Multilingual Schools	<b>Chapter 5</b> Teaching Students with Special Needs	<b>Chapter 6</b> Partners in Teaching: Families and the Community	
<b>Personal</b>				
Makes career choices				
Develops a philosophy of education and personal teaching philosophy				
Explores and takes a stance on issues in education				
<b>Professional</b>				
Reviews professional literature				
Attends staff development programs				
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Uses professional practice grounded in theory and research				
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Enforces school rules				
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Attends department and team meetings				
Observes intervention and referral process for students with special needs				
Serves on school and district committees and school governance activities				

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<b>Personal</b>				
Makes career choices				
Develops a philosophy of education and personal teaching philosophy				
Explores and takes a stance on issues in education				
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Participates in professional activities, organizations, and conferences				
Bases teaching on professional ethics				
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Enforces school rules				
Records and reports attendance, grades, etc.				
Attends department and team meetings				
Observes intervention and referral process for students with special needs				
Serves on school and district committees and school governance activities				



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<b>Personal</b>				
Makes career choices				
Develops a philosophy of education and personal teaching philosophy				
Explores and takes a stance on issues in education				
<b>Professional</b>				
Reviews professional literature				
Attends staff development programs				
Participates in professional activities, organizations, and conferences				
Bases teaching on professional ethics				
Uses professional practice grounded in theory and research				
<b>Developmental</b>				
Plans and designs learning experiences to meet instructional goals				
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Plans for using instructional technology and community resources				
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Consults with specialists				
Communicates progress to parents				
Fosters family and community involvement				
<b>Instructional</b>				
Creates, leads, and manages learning environment; groups students				
Models thinking and behavior; guides and responds to student behavior				
Delivers instruction and provides learning opportunities				
Modifies curriculum and instruction to address learning needs of all students				
Fosters cooperative and positive social relations among students				
Assesses student learning; uses assessment to improve teaching and learning				
<b>Supervisory and Administrative</b>				
Supervises recess, lunch, cafeterias, etc.				
Sponsors student activities or clubs				
Observes legal rights and responsibilities				
Enforces school rules				
Records and reports attendance, grades, etc.				
Attends department and team meetings				
Observes intervention and referral process for students with special needs				
Serves on school and district committees and school governance activities				



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