

better teaching in secondary schools

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BETTER TEACHING IN SECONDARY SCHOOLS

THIRD EDITION

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HOLT, RINEHART AND WINSTON, INC.
NEW YORK • CHICAGO • SAN FRANCISCO • ATLANTA • DALLAS
MONTREAL • TORONTO • LONDON • SYDNEY

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Library of Congress Catalog Card Number: 71-88815

ISBN 0-03-076605-2

Printed in the United States of America

890 038 098

PREFACE

The third edition of *Better Teaching in Secondary Schools* is designed to give beginning teachers practical help in solving the complex problems of teaching. Each aspect of the teaching-learning situation is analyzed, from the concrete procedures used in constructing a test or developing a daily lesson plan to the more subtle processes used in motivating students or building classroom morale.

In the classrooms of this nation, teachers are confronted with increasing numbers of students who are rebelling against authority and against established curriculums. In the same classrooms, teachers are faced with the task of meeting the educational needs of students of extreme diversity—diversity in basic skills, academic potentials, and occupational aspirations. In the light of these problems, the authors stress the need for classroom teachers to be concerned with the common, as well as diversified, needs of *all* students, regardless of racial or cultural backgrounds or future goals. Furthermore, it is pointed out that satisfaction of such needs demands a continuing supply of teachers better prepared than ever before.

Better Teaching in Secondary Schools not only re-emphasizes procedures that have been successful in the past, but also introduces teachers to promising current developments in methods and materials of instruction. For example, the book delineates team teaching and automated learning, describes the use of educational games in the classroom, and explains how to use instructional television and the newer techniques of evaluation.

In this text the approach to the problems of the teacher is realistic. Step by step, the teacher is given practical assistance with every phase of teaching, from making an initial class analysis to evaluating and report-

ing student progress. Although precisely what a teacher and his students do receives major emphasis, classroom procedures are not separated from tested theory or from the subject matter taught. The authors recognize that method, theory, and content are inseparable.

This edition of *Better Teaching in Secondary Schools* emphasizes recommendations that are supported by the most recent findings of research and by the authors' extensive teaching experience in high school and college. Furthermore, the revision rests firmly on its predecessor's widespread use in the classroom. Pertinent suggestions for improvement have come from many users: college professors, high school teachers, and student teachers.

The introductory chapters of the book provide an orientation to teaching. Special attention is given to the opportunities of teaching, to the roles of teachers and their patterns of behavior, and to the techniques employed in studying students, schools, and communities.

In planning for instruction teachers are urged to define their specific objectives in terms of desirable changes in student behavior. The discussion of teaching techniques ranges from standard procedures to latest developments in computer-assisted instruction. Expanded attention is given to motivational techniques and provision for individual differences, including those methods and materials most likely to be effective with the disadvantaged.

In the chapters on classroom management and control, renewed emphasis has been placed on the realistic insights of psychologists and psychiatrists who work closely with classroom teachers.

The chapter on secondary school curriculum introduces the beginning teacher to the current trends, challenges, and problems facing the curriculum builder.

The comprehensive coverage of evaluation has been up-dated to include greater stress on measurement of behavioral objectives.

The concluding section on becoming a professional person highlights new material on the legal rights and responsibilities of teachers. The purposes and procedures of the American Federation of Teachers and the National Education Association are compared and contrasted. The book closes with an optimistic, yet realistic, outlook on the teaching profession.

We are deeply indebted to professional colleagues who made critical analyses of the manuscript and to the editorial staff of the publisher. Further acknowledgment of assistance is made to the various authors and publishers who have allowed us to quote or summarize their materials and to the many school systems that have supplied us with pictures.

San Diego, California
November 1969

M.D.A.
J.S.K.
J.R.S.

TABLE OF CONTENTS

Preface v

PART ONE / INTRODUCTION TO SECONDARY SCHOOL TEACHING

1. *Orientation to Teaching as a Profession* 3

- Teaching offers many opportunities 3
- Knowledge and skills required in teaching 7
- The roles of teachers 9
- Patterns of teacher behavior 15
- Selected readings 18

2. *Characteristics of Secondary School Students* 19

- Securing information about a particular class 29
- Selected readings 38

3. *Preparation for Teaching* 40

- Before student teaching 40
- Student teaching 43
- Selected readings 59

PART TWO / PLANNING

4. *Planning for Instruction* 63

- Principles of effective planning 65
- Problems in instructional planning 68

The kinds of planning that teachers do	71
Selected readings	85

5. *Unit Planning* 86

The unit defined	86
Principal parts of the unit and their functions	90
Unit design	94
Unit preparation and implementation	103
Unit objectives	104
Criteria for objectives	106
Unit materials and activities	108
Selected readings	114

6. *Daily Planning* 116

Development of the lesson plan	117
Sample lesson plans	130
Questions and answers on lesson plans	133
Selected readings	136

PART THREE / METHODS AND MATERIALS
OF INSTRUCTION

7. *Teaching Methods: Basic Instructional Procedures* 139

The development of communication skills	140
Group discussion	151
Remedial teaching	168
Motivation	171
Selected readings	180

8. *Teaching Procedures: Individualized and Varied Instructional Procedures* 181

Means involved in individual instruction	182
Programmed instructional materials, computerization, and other materials and techniques designed for individual instruction	188
Organization related to method of handling individual differences	189
The education of exceptional children	200
Quality teaching: A synthesis of method	212
Selected readings	213

9. *Instructional Materials, Including Printed Materials* 215
- Problems in school effectiveness 216
 - The values of instructional materials 219
 - Printed materials 221
 - Selected readings 240
10. *Instructional Materials: Conventional Audio-Visual Types* 241
- Flat pictures 241
 - Projected pictures 244
 - Auditory instructional materials 255
 - Graphic instructional materials 258
 - Free and inexpensive materials 261
 - Community resources as learning materials 262
 - Miscellaneous instructional materials: Special boards 268
 - Selected readings 276
11. *Newer Instructional Materials and Devices* 278
- Commercial television 278
 - Educational television 280
 - The language laboratory 289
 - Teaching machines and programmed learning 290
 - Computer-assisted instruction (CAI) 300
 - Multimedia approach to instruction 303
 - Arranged room environment 305
 - The quality of teaching materials 308
 - Selected readings 309

PART FOUR / PROVIDING CLASSROOM CONTROL

12. *An Analysis of Classroom Management and Control* 313
- The importance of good discipline 313
 - Discipline: A complex problem 313
 - Dilemmas of discipline 318
 - School sources of behavior problems 320
 - Cultural sources of behavior problems 326
 - Student needs in relation to behavior problems 329
 - Principles of effective class leadership 329
 - Selected readings 332

13. *Constructive Classroom Management and Control* 334

- Effective organization to improve student behavior 334
- Effective action for constructive discipline 342
- Behavior to fit the occasion 345
- Development of group morale 348
- The role of guidance in constructive discipline 351
- Selected readings 354

14. *Remedial Classroom Control* 356

- Discipline problems today 356
- Correction or punishment 359
- An analysis of disciplinary practices 364
- Correction versus prevention of discipline problems 373
- Ten commandments of discipline 374
- Selected readings 375

PART FIVE / CONSIDERING THE TOTAL
SCHOOL PROGRAM

15. *The Secondary School Curriculum* 379

- Organization and offerings of the secondary school 380
- Backgrounds of American secondary education 384
- Factors and forces in curriculum development 387
- Improvement of the curriculum 391
- The 1960s—A conservative revolution 394
- Issues in curriculum development 397
- New developments in the curriculum 399
- Student activities 406
- Selected readings 408

PART SIX / EVALUATION

16. *Evaluation Principles and Appraisal Techniques* 413

- Evaluation principles 416
- Techniques of appraisal 425
- Selected readings 441

17. *Teacher-Built Tests* 443

- Planning tests 443
- Building test items 449
- Organizing the test 470
- Improving test items 476
- Administering tests 479
- Scoring tests 483
- Selected readings 485

18. *Marking and Reporting* 487

- Marking practices 488
- Questions and issues in marking 490
- Older systems of determining marks 497
- Newer systems of determining marks 508
- Reporting to parents 514
- Reporting standardized test results to parents 518
- Selected readings 520

19. *Interpretation and Use of Standardized Tests* 522

- The nature of scores in educational measurement 523
- Intelligence tests and the classroom teacher 536
- Standardized achievement tests and the classroom teacher 539
- Basic considerations in the interpretation of standardized tests 551
- The ethics of standardized achievement testing 558
- Selected readings 561

PART SEVEN / BECOMING A PROFESSIONAL PERSON

20. *Advancement in the Profession* 565

- The teacher as a member of a profession 565
- The teacher and community participation 581
- Factors involved in securing a teaching position 582
- Legal rights and responsibilities of teachers 591
- The characteristics of a profession 599
- Selected readings 600

PART ONE

*Introduction
to Secondary
School
Teaching*

CHAPTER 1

Orientation to Teaching as a Profession

What greater or better gift can we offer the republic than to teach and instruct our youth?—*Cicero*

Cicero's words are as true today as they were 2000 years ago. Teachers still provide valuable and unique professional service to the nation. By guiding students in the acquisition of knowledge and in the development of high ideals and true appreciation of the freedoms and the responsibilities of American citizenship, and by assisting them to develop the skill of clear and critical thinking, teachers contribute significantly to the character of the adults who will determine America's future. To a considerable extent it is true that the destiny of a nation lies in the hands of those who guide its youth. Experienced teachers appreciate the critical importance of that role. But is the opportunity to give service a motive sufficiently strong to keep the nation's schools manned by competent teachers? Are there not other important opportunities in teaching?

TEACHING OFFERS MANY OPPORTUNITIES

The thousands of young men and women who each year enter college classes leading to careers in teaching seldom are fully aware of the many opportunities awaiting them. They have decided to teach for a great variety of reasons and look upon their decision with varying degrees of assurance. Some are absolutely certain they want to teach, others are a bit unsure, and a few gravely doubt the wisdom of their choice. Sometimes doubts are accentuated by the picture of teachers and teaching frequently presented on television, at the theater, and in the public press.

Is the average woman in teaching really a frustrated, unloved old maid? Are men teachers typically undersexed, underpaid, and overworked? Do teachers usually live apart from the community? Are they frequently dominated by administrators, dictated to by parents, and bullied by stu-

4 Introduction to Secondary School Teaching

dents? Prospective teachers may well ask such questions even though they usually remember their own high school teachers with favor. Repeated confrontation with the type of story judged newsworthy by the mass communications media may well lead beginners to doubt the validity of their own experience. Therefore, in an effort to give needed balance to the beginner's picture of the teaching profession, the next paragraphs review infrequently published evidence and arguments which support the conclusion that teaching offers many opportunities.

OPPORTUNITY TO GAIN THE RESPECT OF YOUTH AND SHARE THEIR ENTHUSIASM

Teachers have the opportunity to gain the respect and admiration of youth and share in their zest for life. Many veteran teachers agree that among the greatest rewards of teaching are the feelings of appreciation expressed over the years by their students. The beginning teacher who received the following note, quoted verbatim, was well rewarded for his efforts to motivate a "reluctant scholar."

Dear Mr. _____

What I have to say isn't very much. I'm only one out of all the boy in the 5 period class. But I hope you don't hold it agin't me for the way I felt about you at the beginning.

I didn't think very much of you. I thought you where just a man who thought he new it all. Well, I was bad to you. But you still was nice to me in more then one way. I don't know how to thank you for what you did for me. But I'll never forget. Your one of the Best men I've known. You see I don't have a father, He died but your just like him in a lot of way's.

Please go on with your teaching, and I hope fore the best fore you.

Your Pal

P.S. Thank's again. Please don't mine the writing or the spelling, Im not so good at it.

Teachers also rank high among their compensations the opportunity to work in an atmosphere charged with the hope and the enthusiasm of youth. In the book and motion picture, *Goodbye, Mr. Chips*, this idea is well illustrated by an admirer who says to the schoolmaster, "I should think you would never grow old in a world where everyone is young." Unfortunately, teachers, like all mortals, grow old in years, but while doing so they retain a remarkable opportunity to remain young in spirit.

OPPORTUNITY TO EARN COMMUNITY RESPECT

Perhaps because they expect to find in teachers attributes they wish their youth to acquire, communities usually are ready to grant teachers respect and social acceptance considerably above that granted most nonteachers of similar age, education, and income. Contrary to a once-popular opinion

which maintained that teachers tend to be isolates, research published by the National Education Association in 1967 revealed that less than 5 percent of experienced teachers fail to develop a feeling of acceptance in the social life of the community in which they teach (9:41).¹ Moreover, only 10 percent reported that the prestige of teachers was low in their community (9:42). In the final analysis, social acceptance seldom is automatic. It must be earned by each individual. Nevertheless, teaching clearly offers that opportunity.

OPPORTUNITY FOR SECURITY AND INDEPENDENCE

Teachers, through tenure laws, usually enjoy job security in a given school system but retain the sense of independence and freedom which results from the knowledge that the demand for good teachers is nationwide and likely to remain so for many years.

Research indicates that most teachers—86 percent—intend to remain in the positions they hold and, if given the chance to relive their lives, the majority again would choose to be teachers (9:51). In fact, fewer than 10 percent reported that they probably would choose another profession and less than 2 percent actually planned to make such a change (9:52).

Possession of tenure in a given job and the knowledge that experienced teachers are in short supply combine to give teachers feelings of security and independence enjoyed by few, if any, other occupational groups.

OPPORTUNITY TO EARN A REGULAR INCOME

In an increasing proportion of our nation's schools teaching offers an opportunity, without investment other than that in education, to earn income that is regular, perhaps modest, but no longer meager.

In 1967, the average annual salary for instructional staff ranged from \$6000 in the Southeast to \$8600 in the Far West (10:10). These averages have been increasing each year. For example, during the decade 1958 to 1968, the national average annual salary of classroom teachers in secondary schools increased 55 percent, from \$4900 to \$7600. This amounted to a gain of approximately 35 percent in purchasing power (11:16).

When it is realized that the national average annual income for teachers in the early 1940s was \$1400, it must be granted that teacher salaries are indeed improving, even though they are not yet equal on an annual basis to those of the best-paid professions (10:11). Furthermore, teaching offers the opportunity to earn salary increments based upon specific schedules of service and advanced study or travel, rather than upon individual bargaining or political maneuvering. Many teachers place a high value on these differences.

¹ Figures in parentheses refer to the Selected Readings at the end of each chapter. The first figure is the number of the reading; the second is the page number in that reading.

6 *Introduction to Secondary School Teaching*

OPPORTUNITY FOR VARIETY OF SERVICE WITHIN THE PROFESSION

Education offers many professional roles in addition to teaching. Opportunities vary from administrative and supervisory positions, such as principal, dean, department head, supervisor, and superintendent, to special service positions, such as curriculum coordinator, librarian, audio-visual director, psychometrist, counselor, guidance worker, and researcher. Most require professional preparation as a teacher, teaching experience, and additional college study.

Depending upon the level of responsibility accepted and the size of the district served, salaries in these positions range from about 25 percent above the average for teaching to more than four or five times that amount. Many teachers find added challenge and opportunity within the profession in these administrative, supervisory, and special service roles.

OPPORTUNITY FOR SCHOLARLY LIFE

Teachers have the opportunity to pursue, in depth, a favorite study and to interest young people in its possibilities. In fact, many are first attracted to teaching because of their intense interest in a particular field of study. Teaching not only offers them the opportunity to pursue their major intellectual interest and to inspire others to share the same interest but provides long vacation periods in which teachers may conveniently engage in graduate study.

OPPORTUNITY TO WORK IN AN ATMOSPHERE OF FRIENDSHIP AND CULTURE

Teachers work with professional colleagues who characteristically have stimulating minds and high ideals. They share common intellectual interests, educational background, ethics, and professionalism, all of which form the basis for a pleasant working atmosphere in the typical school. Teaching provides superior associations. It is not likely to attract to its ranks those who would place money above morality. Consequently, of all the professions, teaching is most free of the "fast buck" artist. Because eminence in teaching is gained by working well with colleagues, not by pushing them aside nor taking their livelihood from them, the profession is not likely to attract those who, ignoring human values, accept cutthroat competition as the best avenue to success. Teachers place high value on scholarship, service, and moral character. They are friendly working associates.

OPPORTUNITY TO ENJOY ACADEMIC FREEDOM

High school teachers typically enjoy at least a fair measure of the academic freedom so cherished by the professorial members of the profession. Unlike the situation in which close supervisory control characteristically dominates the worker in many occupations, teachers usually

enjoy exceptional freedom of decision in their daily work. The trend of supervision in schools is toward action based on concepts of cooperation, not dictation. The major purpose of this type of supervision is the cooperative improvement of instruction. Teachers thus feel that they work with supervisors and administrators, not for them. These distinctions are important contributors to the pleasant atmosphere in which teachers work.

OPPORTUNITY TO LIVE A FULL LIFE

Teachers have an excellent opportunity to live a life with family and friends, and particularly to enjoy frequent vacations with them. According to research, teachers participate in more community activities, belong to churches in greater numbers, and vote more regularly than the average citizen (9:96-98). Teachers are active in their communities, but they also find time to see the world. During their frequent vacation periods, teachers can be observed in all the outstanding recreational areas of the United States and in almost every land where travel is encouraged. Teachers are inveterate students and travelers.

Finally, it must be emphasized that the stereotype of a teacher as a frustrated old maid is untrue. Research in 1967 revealed that more than half of the teachers in American high schools were men, over 80 percent of whom were married. Likewise, more than half of the women teachers in high schools, 64 percent, were married (9:58). Furthermore, research also showed that marriages involving a teacher tended to be considerably more stable than the national average. Only 9 percent of teachers were divorced, separated, or widowed (9:39), whereas the comparable statistic for all workers in the United States exceeded 20 percent.²

Nationwide research points to the conclusion that the typical high school teacher in America is a happily married man who intends to teach until retirement and who would again choose to be a teacher if he were to reselect his lifework.

In the preceding discussion, consideration has been given to opportunities offered by the teaching profession. It must be remembered, however, that such opportunities are neither gifts nor the results of chance. They are products of continuous efforts on the part of the teacher to acquire the knowledges and skills demanded of his profession. Some of these demands are suggested in the following paragraphs.

KNOWLEDGE AND SKILLS REQUIRED IN TEACHING

The mediocre teacher tells. The good teacher explains. The superior demonstrates. The great teacher inspires.—*William Arthur Ward*³

² U.S. Bureau of the Census, *Statistical Abstract of the United States*, 1967. Washington, D.C.: Government Printing Office, 1967, p. 33.

³ *Phi Delta Kappan*, 43 (November 1961), 59.