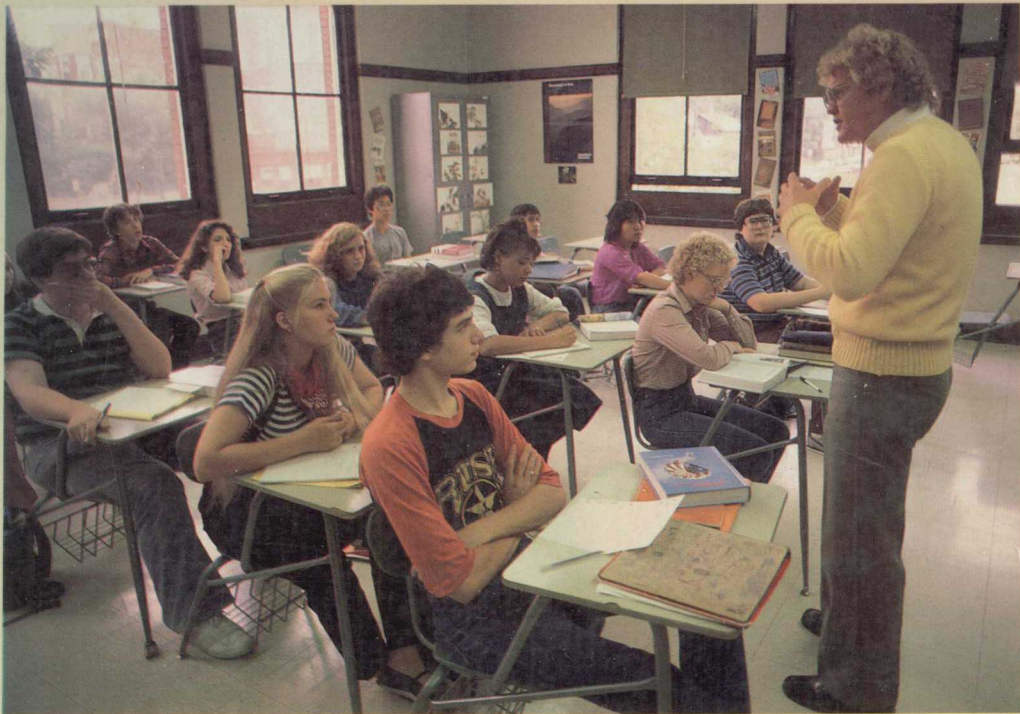


LEARNING to TEACH



RICHARD I.
ARENDS

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Preface

Learning to be a teacher is a long and complex process full of excitement and challenge. It starts with the many early experiences we have with our parents and siblings; it continues as we observe teacher after teacher through sixteen to twenty years of formal classroom instruction. It culminates with professional training and teaching experiences that last a lifetime for those who choose teaching as a career.

Learning to Teach was written to help pre-service and beginning teachers learn and use effective teaching practices. It was written from the point of view that there is important knowledge in the form of concepts and research findings that can inform classroom teaching. It highlights the knowledge produced over the past two decades that has provided strong evidence that what teachers do in their classrooms, and in their schools, affects in significant ways the achievement and self-esteem of their students.

Although knowledge about effective practice gives teachers control over what they do, much of teaching remains an art requiring individual judgements based on personal experience. This aspect of teaching is also explored in *Learning to Teach*, although by its very nature it is more difficult to convey in written words the art of teaching than it is the codified knowledge base on teaching.

To assist you with using this book and in learning to teach, several kinds of aids have been included:

1. *Main Ideas* Each chapter begins with a main ideas section that directs you to the most important information in the chapter and serves as an advance organizer for what is to be learned.

2. *Research Summaries* Each chapter contains two to four summaries of important research studies. These have been included to highlight the knowledge base on teaching and to give you a feel for how this knowledge is produced by the educational research community.

3. *Books for the Professional* At the end of each chapter several books are cited, and brief annotations are included. These are important books in the field of teaching and can assist you in your independent study.

4. *Learning Aids* By itself, reading about teaching is insufficient for learning to teach. The process also requires active involvement in and reflection about classroom teaching. Each chapter concludes with several learning aids aimed at helping you use what you have learned by observing and practicing in real classrooms and reflecting about your experiences.

I want to express my appreciation to many who supported my efforts during the past two years as *Learning to Teach* was being written. Timely and outstanding contributions were made by chapter authors Dr. Richard Jantz and Dr. Virginia Richardson-Koehler and by special topics chapter authors Ms. Sharon Castle, Dr. Linda Gambrell, and Dr. Nancy Winitzky. The book is much stronger as a result of their good work and of the painstaking reviews supplied by Carolyn Evertson (Vanderbilt U.), Don Cruickshank (Ohio St. U.), O. L. Davis, (U. of Texas), and Virginia Richardson-Koehler (U. of Arizona).

A very special thanks goes to Dr. Nancy Winitzky who helped in so many ways, ranging from tracking down citations in the library to providing substantive and valuable advice and in the end assuming a major role in the development of the *Instructor's Manual* and many of the learning aids.

A special thanks also goes to Lane Akers who had faith in the book from the beginning, who provided so much valuable editorial assistance and was a constant source of support

and advice, and to Jean Akers, whose able and friendly assistance made the final tasks of completing the book much more enjoyable than anticipated.

I want to acknowledge and thank students in my principles of teaching class at the University of Maryland and my co-teachers Shelley Clemson, Lenore Cohen, Neil Davidson, and Suzanne Perry, who provided important critique and input on early versions of the manuscript. Special acknowledgment also goes to Dean Dale Scannell, who granted me a three-month leave to work on the book, and to Dr. Linda Gambrell, who did my other work while I was home writing.

Special thanks is extended to Mary and William who spent many weekends playing alone while Daddy “worked at the computer” and to Kevin and Krista, whose received fewer visits and long-distance phone calls than they deserved. I dedicate *Learning to Teach* to the hundreds of classroom teachers who helped me learn and to my three favorites—Bill Harris, Phil Runkel, and Dick Schmuck.

Richard Arends

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