

*Fourth Edition*

# The Act *of* Teaching

DONALD R. CRUICKSHANK DEBORAH BAINER JENKINS KIM K. METCALF

# The Act of Teaching

Fourth Edition

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## Higher Education

### THE ACT OF TEACHING

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# About the Authors

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## **Donald R. Cruickshank**

Donald R. Cruickshank received his degrees from the State University College at Buffalo, New York, and the University of Rochester. After stints as a teacher, supervisor, and principal in the Rochester schools, he began a college teaching and administrative career that took him to SUNY Brockport, the University of Tennessee, Wheelock College, and The Ohio State University. Professor Cruickshank has been the recipient of Fulbright-Hayes senior scholar awards to Australia and Brazil and served in the Thai Ministry of Education and the United Nations' Bangkok office. Additionally, he worked for the Asian Development Bank in Indonesia and Manila. He has taught and lectured in Australia, Brazil, Canada, England, Scotland, Thailand, and Wales as well as throughout the United States and Puerto Rico. He has authored numerous articles and encyclopedia entries, and this is his ninth book. He is best known for his pioneering efforts in developing simulations and reflective teaching and his research on teacher problems and teacher clarity. His graduate students have won seven outstanding dissertation awards and have fashioned accomplished careers in teaching, scholarship, service, and administration.

## **Deborah Bainer Jenkins**

Deborah Bainer Jenkins is professor of curriculum and instruction at the State University of West Georgia and director of the doctoral program in school improvement there. She received her B.S. in biology from Geneva College, her M.S. in environmental education, and her Ph.D. in teacher education from The Ohio State University. She taught middle school and high school science in the United States and in Asia and was formerly a faculty member at Biola University and at The Ohio State University. Currently, her teaching focuses on school improvement and reform. Dr. Jenkins has worked extensively with school-based partnership programs aimed at enhancing science instruction. She has authored numerous articles and book chapters on her research on teachers' professional development, partnerships, and school improvement. She was awarded the distinguished teaching and scholarship awards from The Ohio State University and has received community service awards for her work with teachers.

## **Kim K. Metcalf**

Kim K. Metcalf is director of Assessment for Monroe County Community Schools in Bloomington, Indiana. Prior to moving into this position, Dr. Metcalf was a tenured professor of education at Indiana University and served as director of the Indiana Center for Evaluation. He was awarded his M.A. and Ph.D. in teacher education and educational research and evaluation from The Ohio State University. Dr. Metcalf is a former music teacher and administrator who worked with students in grades K–12. As Director of Assessment, he is responsible for the collection and use of data throughout the district, particularly focusing on program and instructional improvement. He has worked with education agencies and schools throughout the U.S. and Europe to conduct large-scale evaluations of educational programs and policies. Among these projects have been examinations of statewide class size initiatives, nationwide and local comprehensive school reform efforts, international programs for civic education, and his longitudinal study of the voucher program in Cleveland, Ohio. His work has been recognized by a number of scholarly organizations including the Association of Teacher Educators, the American Evaluation Association, and the Association for Psychological Type.

## How This Book Was Developed

The decision about what content to include in this book on teaching derives from several sources: work done at Educational Testing Service (ETS) to determine what a competent *beginning* teacher should know and be able to do; work done by the National Board for Professional Teaching Standards to determine what a competent *experienced* teacher should know and be able to do; the advice of persons engaged in the preparation of beginning teachers; and our personal experiences as teacher educators and scholars.

*What is a competent beginning teacher?* Here we looked at both the recommendations made by ETS researcher Reynolds (1992)<sup>1</sup> and the ETS Praxis III standards.<sup>2</sup>

Reynolds reviewed the research literature on learning to teach and on the act of teaching itself. She concludes that on entering their first classroom, novices must have a thorough knowledge of what they will teach, a desire to find out about their students and their school, a solid grasp of instructional methodology, and a firm intention to reflect on their teaching actions and the behavior of their students. Soon thereafter, they should be able to plan and teach lessons that help students relate new learning to prior understanding and experience, develop rapport with students, arrange the physical and social conditions of the classroom in ways conducive to learning, assess student learning using a variety of measurement tools and then adapt instruction accordingly, and show improvement in their ability to reflect on teaching.

**The Praxis III™ standards**, or criteria set up for beginning teachers, require novices to become familiar with students' background, knowledge, and experience; articulate clear and appropriate learning goals; understand the connections among the content to be learned, content learned previously, and future content; be able to select

teaching methods, activities, and materials appropriate to lesson goals and students; be able to create or select proper evaluation strategies; create a class climate that promotes fairness; establish and maintain rapport with students; communicate challenging learning expectations; establish and maintain consistent standards of student behavior; ensure a safe environment conducive to learning; make instructional goals and procedures clear; make content clear to students; encourage students to extend their thinking; monitor student understanding and provide corrective feedback; use time effectively; reflect on how well instructional goals have been met; demonstrate a sense of efficacy; build relationships with others; and communicate with parents and caregivers.

*What is a competent experienced teacher?* The **National Board for Professional Teaching Standards (NBPTS)**<sup>3</sup> was established to set "high and rigorous" standards for experienced teachers. In order to do so, committees were set up composed mostly of distinguished teachers and complemented by experts in child development, teacher education, and subject matter specialists. Subsequently, standards have been developed for early childhood, middle childhood, early adolescent, and adolescent and young adult teachers. For example, the standards for teachers of middle childhood (7 to 12 year-olds) expect teachers to know and/or be able to do the following: understand their students' abilities, interests, and aspirations; make sound decisions about what is important for students to learn; establish a caring, inclusive, stimulating, and safe community of learners; help learners respect differences; develop and use a rich, varied collection of learning materials; help learners integrate knowledge across subject fields and understand how what they study relates to the world around them; know and be able to use a range of generic instructional alternatives so that students are provided with multiple paths to learn; understand the strengths and weaknesses of different assessment methods; create positive relationships with caregivers; regularly reflect on the quality and effectiveness of their practice; and work to

<sup>1</sup>Reynolds, A. (1992, Spring). What is a competent beginning teacher? *Review of Educational Research*, 62(1), 1–35.

<sup>2</sup>Educational Testing Service (1995). *The Praxis Series: Professional Assessments of Beginning Teachers. Praxis III: The Classroom Performance Assessments Orientation Guide*. Princeton, NJ: Author.

<sup>3</sup>[new.nbpts.org/standards/framework.pdf](http://new.nbpts.org/standards/framework.pdf)

improve schools and to advance education knowledge and practice.

## The Act of Teaching Is Special in That It Is:

**Comprehensive.** *Part One* introduces the reader to the *Context of Teaching*—why teachers teach as they do, challenges they face in a changing society, student diversity, schools of thought about how learning occurs, and how teachers can come to know their students and motivate them to learn.

*Part Two* brings the reader to the *Act of Teaching* itself. Herein they consider how to plan instruction, how to use eight powerful instructional methods, and how to evaluate student learning.

*Part Three* explores the *Effective Teacher*—the personal qualities and skills that enable teachers in today's diverse classrooms to be both effective and reflective. Teaching skills vital to effective lesson delivery and follow-up and to managing the classroom are the focus.

The *Practice Teaching Manual* provides the opportunity to practice important teaching skills, reflective teaching, and problem solving. Students are encouraged to apply what they have learned about themselves as teachers, learner diversity, learning theory, motivation, planning, instructional methods, effective and reflective teaching, and problem solving.

**Unique in Its Content.** In addition to attending to the topics commonly found in learning to teach courses, chapters are devoted to additional topics such as

- Factors that influence why we teach as we do (Chapter 1).
- Schools of thought that illustrate how different kinds of learning occur (Chapter 4).
- How teachers can find out more about their students and better motivate them to learn (Chapter 5).
- The need to utilize instructional variety (Chapters 7 and 8).
- Multiple methods for evaluating students' learning and using assessment information (Chapter 9).
- Multiple definitions of good or *quality* teachers (Chapters 10 and 11).
- Personal qualities and skills that lead to effective teaching (Chapters 10 and 11).
- Strategies to organize and manage today's complex classroom settings (Chapter 12).

- Strategies for preventing discipline problems in today's diverse classrooms (Chapter 12).
- Challenges teachers face and how to resolve them (Chapter 13).

**Unique in Its Features.** The text contains many features competitor texts do not.

- *Emphasis throughout is on reflection*, utilizing “reflective questions” in page margins that ask readers to consider the personal meaning and application of what they are learning, “Issues and Problems for Discussion” at chapter endings that require readers to consider how they feel or what they believe about information that has been presented, “Theory into Practice Activities” at chapter endings that cause them to engage in introspective tasks, and Reflective Teaching exercises in the Practice Teaching Manual.
- “*Spotlight on Research*” boxes contain the latest findings on important topics such as class size, multicultural teaching, instructional objectives, instructional variation, effective teacher presentations, effective discussions, cooperative learning, discovery learning, and use of praise.
- “*Highlight*” boxes mostly contain suggestions for best practices such as how parents can help children succeed in school, how to recognize abused children, how to motivate at-risk learners, what makes a good individualized education program or IEP, how to recognize and promote use of multiple intelligences, how to teach to a variety of learner abilities, how to make a good explanation, how technology is used in the classroom, how to manage aggressive students, how to resolve differences with parents, and how to manage special needs students.
- “*Cases*” illustrate such things as an at-risk student, a mainstreamed student, a child with ADHD, individualization of instruction, cooperative learning, concept learning, and DISTAR.
- “*Lesson plan*” boxes illustrate each of the eight instructional alternatives contained in Chapters 7 and 8.
- *Cross reference of the book's content to the INTASC Standards-based Praxis II™ Exam topics* on inside cover
- *Web links* of carefully selected Internet sites that provide related and/or extended information.

**Timely and Research-Based.** Care has been taken to promote what is known about teaching and learning from credible research, rather than the authors' personal bias and commitments.

**Instructor Friendly.** The *Instructor's Manual* contains rationales for each chapter, chapter objectives, very detailed chapter outlines, key concepts, additional learning activities, and additional resources including available and related films and videos, and transparency masters. The *Test Bank* contains multiple choice, definitional, and essay/short answer questions. Many features of the book provide opportunity to engage students in meaningful learning.

## New to the Fourth Edition

**Expanded Coverage of Technology.** New and updated coverage has been added on computer-assisted learning, computer presentations, software reviews, distance education, electronic portfolio development, using technology in assessment and grading, and managing students' use of technology in the classroom.

**Expanded Coverage of Student Diversity.** New and updated coverage has been added of economically disadvantaged children, children with special needs, different learning abilities, talented and gifted children, and English language learners.

**Expanded Coverage of Important Topics and Research.** More than 100 new research citations have been added to the fourth edition. In addition, new coverage has been added of brain research, high-stakes testing, No Child Left Behind legislation, family's influence on schooling, state standards and their development, responses to bullying, and use of intervention as a management strategy.

**Newly Located Chapter on Reflection.** Chapter 14: Reflective Skills of the Effective Teacher replaces Chapter 10: Reflecting on Teaching.

## Text Supplements

### FOR THE INSTRUCTOR

**Instructors' Resources CD-ROM.** The IRCD includes an Instructor's Manual, Test Bank and an electronic Test Bank.

### FOR THE STUDENT

**Online Learning Center** at [www.mhhe.com/cruickshank4e](http://www.mhhe.com/cruickshank4e). The Online Learning Center contains a Student Study Guide with quizzes and practice materials, Case Studies, Video Clips of classrooms in action, links to related websites, and PowerWeb articles and newsfeeds.

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# How to Use This Text Well

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Please take sufficient time to become acquainted with this book. The following approach may be helpful:

1. Turn to the **Contents in Brief** on page iv. Note that the text contains several parts. **Part One, The Backdrop of Teaching**, permits you to better know yourself and to find out what is known about human learning. **Part Two, The Act of Teaching**, focuses on functions competent teachers must perform: instructional planning, instruction, and assessment. **Part Three, The Effective Teacher**, looks at the personal attributes and professional abilities that competent teachers need, including classroom management skills. Finally, the **Practice Teaching Manual**, contains activities intended to increase selected classroom skills, your ability to reflect and learn from your teaching experiences, and your ability to be a better classroom problem solver. The text also contains a **glossary** and **indexes** (both subject and author).
2. Turn to the next page, **Contents in Detail**. Now you can see precisely what content is found in each chapter and in the Practice Teaching Manual.
3. Select and turn to any of the first several chapters to see how one is set up.

Note that in the side margins there are questions we refer to as **reflective questions**. These questions are intended to prompt you to consider your personal experiences and knowledge. There are no “correct” answers to them. You and your peers should find them provocative, and they should generate considerable class discussion of that section of the chapter, if time permits.

Also in the margins are recommended websites you can link through [www.mhhe.com/cruickshank4e](http://www.mhhe.com/cruickshank4e).

Next, note the figures, tables, cases, “Spotlight on Research” and “Highlight” sections. They serve to reinforce, summarize, or add new information. Occasionally you will see a cartoon that we think illustrates something text related.

At the end of each chapter is a **Chapter Summary** followed by **Key Terms, Issues and Problems for Discussion, Theory into Action Activities** and **References**.

**Issues and Problems for Discussion** contains questions for class debate or classroom problems that classroom teachers supplied. You should find many of these issues and problems challenging and thought-provoking.

**Theory into Action Activities** are critical and will help you to put what you have just learned into practice. Many of these activities will result in artifacts that can be put into your portfolio.

We suggest that before reading each chapter you go through it, reviewing all these elements, *but this time read the reflective questions, the chapter summary, issues and problems, and theory into action activities*. Doing these things will prepare you for the material ahead.



Before embarking on a career in teaching, there are at least two things we should think about. *First*, why do we want to teach? Do we have sufficient, compelling reasons? To help us think about why we want to teach, the exercise “Why teach?” is included below.

A second thing we need to think about is the value of our professional education program. Some would argue that all we need to know is our subject matter—what we will teach. However, nearly every practicing teacher disputes this and argues that knowledge of subject matter is necessary but not sufficient to being a good teacher. To see what one teacher-leader has to say about this consider the essay below “Why we must learn how to teach.”

## **WHY TEACH?**

Congratulations! You are in the process of becoming a VIP in the lives of children, their parents, and caregivers.

At this point, it might be insightful to consider the reasons people chose to teach and which of them hold meaning for you. It might also be fun to share your reasons with one another. Finally, it might be beneficial to put your reasons in writing and put that essay in your teaching portfolio.

Here are a dozen. Maybe you can think of others.

## **WHY I WANT TO TEACH**

- I will teach because I want to make a contribution to society.
- I will teach because it is an honorable profession.
- I will teach because I want to help others succeed.
- I will teach because I enjoy working with children.
- I will teach because I enjoy being a student and learning.
- I will teach because I enjoy a subject(s) and want others to also.
- I will teach because it is challenging.
- I will teach because I have found the act of teaching pleasurable.
- I will teach because I can exercise individuality and creativity.
- I will teach to make use of my abilities.
- I will teach to be around people.
- I will teach because teaching provides a secure, satisfying lifestyle.

## **WHY WE NEED TO KNOW MORE THAN THE SUBJECT MATTER WE WILL TEACH**

In order to be a good teacher, we need to know our subject matter and a lot more. Below is a statement made by a teacher-leader that makes this clear.

## WHY WE MUST LEARN *HOW* TO TEACH

Leila Christenbury, president of the National Council of Teachers of English, recounts why learning to teach is so important. When she entered teaching she had solid preparation in her subject field with both a bachelor's and master's degree in English but no professional preparation. She notes:

I knew all about literature and literary theory; . . . I know literary history. . . But that simply wasn't enough. What didn't I know? I knew nothing about how people learn, especially people unlike myself, who were not motivated . . . I was not prepared to teach anyone who wasn't pretty much like me. I didn't know how to run a class discussion or how to set up a small group. I had never created a test of any kind or considered how to grade and evaluate. Until I began teaching, I thought these things just happen. In short, I didn't know pedagogy. I was a good student who was expected to make an automatic transfer to being an effective teacher. And that didn't happen for many years . . . The study of pedagogy is indispensable to teacher success . . . The act of teaching, the consideration of teaching—and thus the consideration of learning—is utterly at center stage. . . . What we learn in pedagogy is that teaching is a complex enterprise requiring an instructor's knowledge, perception of student needs, and real willingness to adjust and adopt . . . to the only thing that ultimately matters: student learning . . . Clearly, the schoolchildren of America deserve knowledgeable teachers who are experts in their fields, who know what they are teaching. America's schoolchildren also deserve knowledgeable teachers who know how to teach, how to reach each and every one of them, how to make learning effective, individual, and long lasting. (Christenbury, 2002).

Christenbury, L. (2002, June 18). Op-ed piece distributed to newspapers around the country.

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