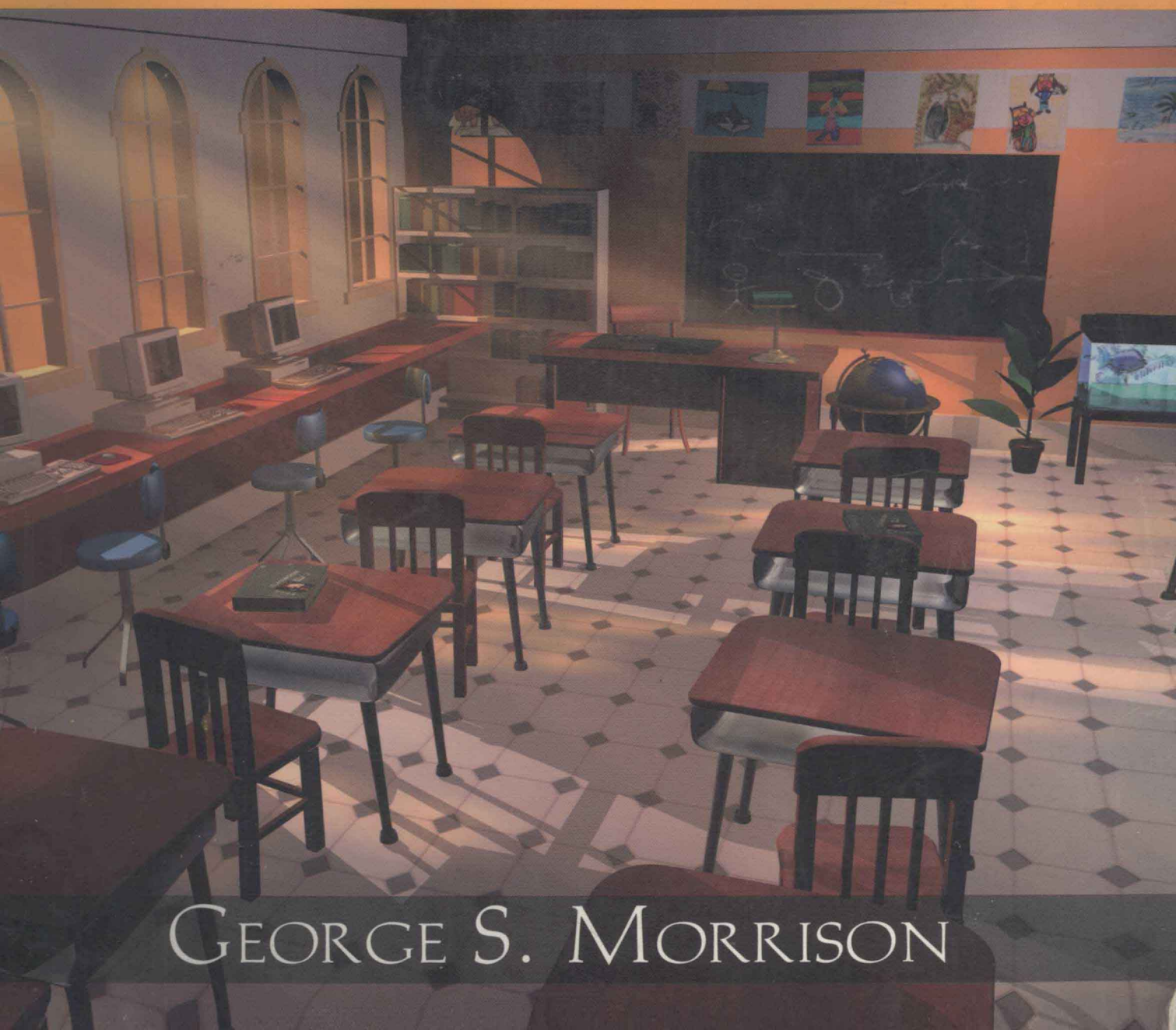


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GEORGE S. MORRISON

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Preface

We have more young people in our nation's schools than ever before, all 53 million of them. . . . This "millennium" generation is entitled to its day in the sun. The twenty-first century will be very much their century and it will be an American Century if we educate them well. How we educate their minds and shape their values *now* will go a long way to defining the destiny of this nation for decades to come.¹

Teaching in America, Second Edition, was written to meet preservice teachers' desire for an active learning text that is readable, practical, and based on current ideas about teaching in America today. Teacher education 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 on their practice, make decisions, and improve their performance in order to help students learn. This second edition embraces this evolving process of professional practice and provides teachers and students the critical tools needed for preparing the very best teachers of the "millennium" generation.

This book is organized around the key theme of active and interactive learning illuminated through personal reflection and provides many opportunities for decision making, creative problem solving, and peer collaboration. This text is designed to be 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 can reflect on and write in their thoughts and responses to questions in Applications for Active Learning at the close of each chapter.

Teaching in America, Second Edition, is a core text for Introduction to Teaching and Foundations of Education courses taught within teacher preparation programs. Not only does this text explore the knowledge, attitudes, behaviors, and skills of good teachers, it also provides a comprehensive, understandable, realistic, and 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. 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, Second Edition, emphasizes and integrates five main content themes throughout the text:

- **Diversity.** The United States is a nation of diverse people, and this diversity is reflected in the classroom. Teachers must have the knowledge and sensitivity to teach all students well, which means they 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 this edition emphasizes this theme through narrative, examples, and Profiles features.

- **Family-Centered, Community-Based Practice.** To effectively address students' needs, teachers and schools must collaborate with families and communities. In addition to a separate chapter on parent, family, and community involvement, this book supports this theme in every chapter, through examples of influences on teaching and learning and of successful partnerships.
- **Professional Decision Making.** Decision making is at the heart of teaching. Every chapter of this edition 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:

1. *Personal*

Makes career choices

Develops a philosophy of education and personal teaching philosophy

Explores and takes a stance on issues in education

2. *Professional*

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

3. *Developmental*

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

4. *Collaborative*

Interacts cooperatively with colleagues; participates in team teaching

Consults with specialists

Communicates progress to parents

Fosters family and community involvement

5. *Instructional*

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

6. *Supervisory and administrative*

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

Each chapter provides authentic, practical, useful information that helps future teachers prepare for and enter the teaching profession with confidence.

- **Technology Applied to Teaching and Learning.** Technological and information literacy is essential for living and working in contemporary society. This edition

provides readers the information and skills that they need to integrate technology effectively into the curriculum and use new teaching and learning styles enabled by technology. In addition to Chapter 11, Technology, Teaching, and Learning, Web sites are integrated into the content of every chapter. Additionally, included at the end of each chapter is a Research on the Internet section that provides an annotated list of Web sites. In this way students are supported in using the Internet and new technologies as sources of professional growth and development.

NEW TO THE SECOND EDITION

Teaching in America, Second Edition, incorporates a number of changes suggested by readers and reviewers. These changes make the book even more relevant and useful.

- A new chapter—**Chapter 11, Technology, Teaching, and Learning**—provides readers with up-to-date technology information and applications to teaching. The chapter helps readers be technologically literate and apply technology in their teaching.
- Web site information is integrated into all sections of every chapter, making it possible for students to electronically enrich and extend their learning as they read. Web site addresses are highlighted in the text by use of boldface type and a marginal mouse icon. At the end of each chapter there is a **Research on the Internet** section listing annotated Web site addresses. These enable students to engage in on-line research regarding virtually every topic covered in the book.
- Terms and concepts are denoted by bold print in the body of the text and also appear as **marginal glossary notes** where they are discussed in the text. In this way, students have a constant reminder of what terms are important and an easy way to remember and study important concepts.
- The “write-in-the-text” opportunities for students are redesigned. The **new design of the write-in features** makes it easier for students to interact with the text and be active learners while they read and study. These write-in features invite reflective practice, which assists with retention and learning.
- Chapter section **student study features** help students review, reflect, think about, and apply chapter content. These features include:
 - Chapter Section Summaries**, which support student review of chapter content, assist checking on comprehension, and encourage students to focus on main ideas and concepts.
 - Critical Thinking Questions** enable students to apply higher-order thinking skills to issues and concepts relating to their role as future teachers.
 - Application Questions** challenge students to think about and explain how they would apply teacher tasks and responsibilities to teaching.
 - Put Yourself in the Picture** places students in a specific teaching situation and asks them to solve a problem or respond to a particular teaching scenario.
- **Figure captions** explain figure content and ask students to compare data and information, think about and reflect on the implications of the data provided for their practice, and relate information to what they have read.

BOOK AND CHAPTER ORGANIZATION

Teaching in America, Second Edition, has thirteen chapters organized in four parts. A brief discussion of key ideas presented opens each part, followed by the **key questions** posed and answered in each chapter.

The three chapters of Part One (Teachers and Schools) provide practical information, inspiration, and a realistic orientation. Part Two (Students, Families, and Communities) contains three chapters focusing on diversity, students' needs, and the importance of family and community collaboration in education. Part Three (Foundations of Education) has four chapters covering social, political, economic, legal, historical, and philosophical foundations of education. Part Four (Teaching and Learning) includes three chapters on new technology in education, curriculum and instruction, principles of learning, and successful practice during the first year of teaching.

Each of the thirteen chapters has the following organizational elements:

- **Chapter Outlines** list the chapter headings and subheadings.
- **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 and in the page margin.
- **Reflect and Write Activities** ask readers to respond in writing on the page to content-related questions. Many questions ask readers to relate information and ideas to their own values and prior experiences.
- **Profiles** describe actual schools, programs, and classrooms and present teachers' first-person accounts of their experiences.
- **Section Summaries** summarize important knowledge and concepts. These summaries act as a useful review and aid in retention. Readers can also use these summaries as a check in their learning and in reviews for tests.
- **Section Student Study Features** include Critical Thinking Questions, Application Questions, and a Put Yourself in the Picture section that help students apply the learning in the chapter directly to real-life issues and situations.
- **Chapter-closing Applications for Active Learning** further reflect this book's "working text" concept. Items provide authentic opportunities for readers to integrate, apply, and extend their knowledge and preparation for teaching. In addition to the section **Research on the Internet**, each Applications for Active Learning section includes five sets of student activities:
 - Connections.** Readers are asked to relate their own ideas to points introduced in the opening vignette and to make connections to ideas presented in the chapter. 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.** Using 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 and record specific teaching strategies and problem-solving approaches they can apply in their first year of teaching.
- **Research on the Internet.** URLs (uniform resource locators), World Wide Web sites, and Web addresses now appear in every chapter. These point students to valuable on-line information. All Web sites were screened for quality, stability, and user friendliness.
- **Readings for Self-Directed Learning** provide a brief annotated bibliography at the end of each chapter to encourage readers to explore issues and topics in greater detail.

PROFILES CONNECT STUDENTS TO REAL CLASSROOMS AND TEACHERS

Each chapter presents 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. These 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.

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NOTE

1. Riley, R. W. (1999, February 16). New challenges, a new resolve: Moving American education into the 21st century. The sixth annual State of American Education speech, Long Beach, California. Available on-line at www.ed.gov/Speeches/990216.html.

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