

Eleventh Edition

RYAN
COOPER

Those Who Can,

TEACH



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TEACH

ELEVENTH EDITION



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Houghton Mifflin Company

Boston New York

Publisher: Patricia Coryell
Senior Sponsoring Editor: Sue Pulvermacher-Alt
Senior Development Editor: Lisa Mafrici
Senior Project Editor: Jane Lee
Editorial Assistant: Kristen Truncellito
Senior Art and Design Coordinator: Jill Haber
Senior Photo Editor: Jennifer Meyer Dare
Senior Composition Buyer: Chuck Dutton
Manufacturing Manager: Karen Fawcett
Marketing Manager: Laura McGinn
Marketing Associate: Erin Lane

Cover Image: © Laurence Monton/Getty Images

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Printed in the U.S.A.

Library of Congress Control Number: 2005935918

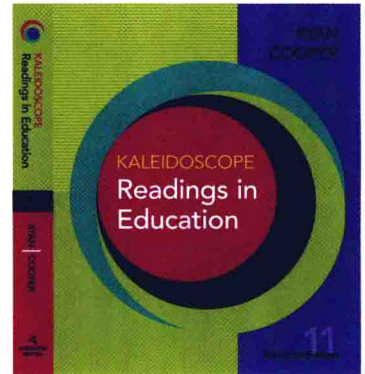
Instructor's exam copy:
ISBN 13: 978-0-618-73016-2
ISBN 10: 0-618-73016-8

For orders, use student text ISBNs:
ISBN 13: 978-0-618-62637-3
ISBN 10: 0-618-62637-9

Valuable package opportunities to accompany *Those Who Can, Teach!*

► ***Kaleidoscope: Readings in Education, Eleventh Edition, © 2007 by Ryan/Cooper***

This popular reader, a perfect companion to *Those Who Can, Teach*, contains 70 selections by some of the most distinguished scholars in education along with writings by practicing teachers. Its comprehensive scope and effective pedagogy invite readers to participate in important discussions about education in a more informed way.



► **Houghton Mifflin Guide Series**

These brief paperbacks examine important topics in education in greater depth and can be packaged for free with *Those Who Can, Teach*, Eleventh Edition.

The current list of titles includes:

- *New!* An Educator's Guide to Student Motivation
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- *New!* An Educator's Guide to Differentiating Instruction
- An Educator's Guide to Diversity in the Classroom
- An Educator's Guide to Classroom Assessment
- An Educator's Guide to Field-based Observations
- An Educator's Guide to Inclusion
- An Educator's Guide to Technology Tools
- An Educator's Guide to School-based Intervention Programs
- An Educator's Guide to Classroom Management

Preface

This book, *Those Who Can, Teach*, is a book of questions. In fact, it was written in the first place to answer the question, “What are the things people beginning their formal study of education should know?” We have organized the chapters of our book around a series of questions that are likely to be of special concern to prospective teachers, and that we believe are key to the central issues and concerns of teaching and learning. We hope that these questions provide direction and focus to readers’ study well beyond the time they spend with this book. In addition, for those who are still undecided about teaching, we believe that the search for answers to these questions will help them clarify their career goals.

► Purpose and Audience

Those Who Can, Teach is intended as a basic text for courses variously titled “Introduction to Education” or “Foundations of Education.” We originally wrote this book because we couldn’t find the kind of textbook our own students and the students of many of our colleagues needed and wanted—a book that involves prospective teachers in the real issues of schooling and education and that gives them a clear view of the skills and knowledge they will need to be successful professionals.

► Content of the Eleventh Edition

Those Who Can, Teach, Eleventh Edition, presents a frank, contemporary examination of the field and foundations of education and, especially, the teaching profession. Although the text is firmly based in educational research and scholarship, it seeks to convey the important knowledge and issues in the field of education in a way that effectively bridges educational research and classroom practice. For this purpose, we rely heavily throughout the book on a narrative style, using the words of practicing teachers wherever we can in an effort to place the book’s content in very human terms.

We have organized the book around four themes, each theme representing one of the four parts. Part One, “School and Students,” asks students to reflect on what may be their central question at this point: “Why teach?” Having thought about and probably having imagined themselves teaching, this chapter enables readers systematically to reflect on whether teaching is the work for them. We follow with an examination of what defines a school and a review of its competing purposes. Next, two chapters focus on the diversity of the American students and the new and old social issues surrounding them. We then discuss what it is that schools are trying to teach elementary and secondary students, and we deal with some of the tensions around this critical topic. Part Two, “Teachers,” explores three important dimensions of a teacher’s work: first, what it takes to be an effective teacher; second, what the growing emphasis on educational technology is all about and what the teacher should be able to do; and third, what the ethical and legal issues are surrounding the work of the teacher. Part Three,

“Foundations and the Future,” deals with “something old and something new.” The practice of education rests on a body of thought and experience. Therefore, we attempt to lay out the primary lines of thought, or educational philosophies, that speak to teaching and learning. American schools are also part of a unique national experiment to educate all of our nation’s people to the fullest extent possible. The chapter entitled “What Is the History of American Education?” paints a “warts-and-all” picture of our attempts to fulfill that high ideal. This part ends with a close look at one of the most talked about and pressing issues facing educators: reform of our schools. We give this special attention because new teachers will undoubtedly be entering schools that are struggling to change and improve. Part Four, “The Teaching Profession,” examines teaching from a number of vantage points: what the current job situation is in various parts of the country and in the different levels and subject specialties; what a new teacher can expect from students, fellow teachers, administrators, and others; and what it means to be a member of a profession. This part ends with a final chapter revisiting the all-important question, “Why teach?” Having reflected on the book’s questions and issues, readers should now be ready for deeper reflection about whether to join the teaching profession.

► Features of the Revision

Teaching, learning, and the condition of our schools have been in the headlines almost continually in the three years since our last edition. Education is big news from Main Street to Pennsylvania Avenue. As the link between education and the well-being of both the individual and the nation becomes more obvious, real change and proposals for change are more in evidence. In this edition, therefore, we have tried to sort out the most significant developments without losing sight of the enduring issues facing students and teachers.

Among the most significant changes in this edition are:

- A **new Chapter 16, “Why Teach? A Final Word,”** and chapter reorganization to return “Why Teach?” to its popular place as Chapter 1. The new Chapter 16 reprises the “Why Teach?” question to encourage a final reflection and to bring the book full circle.
- At the end of each chapter, we have included a **new “For Debate”** feature that helps students use the materials available on the web as well as interact online with other readers to discuss important questions raised by the book.
- We have also provided linkages to relevant **Houghton Mifflin Video Cases**, which provide students with real-life teaching examples of problems, methodology, and teaching styles that add another layer of richness to the realistic case studies offered by this book. We are very excited about these new video cases and how they can help prospective teachers understand better the realities of schools and classrooms. Video cases are correlated to chapter content with a **new marginal video case boxed feature**.
- The chapter on social problems and tension points has been divided so that the tension points (gender and sexual orientation, equal opportunity, and school choice) have been moved to different chapters to discuss them in conjunction with related topics throughout the book.
- Two features that appeared in previous editions, “Policy Matters!” and “Open for Debate,” have been updated and moved to the Houghton Mifflin website to make room for other material in the book and to make greater use of web

technology to provide new opportunities for students. Some of the “Leaders in Education” features have also been moved to the website.

▶ Continuing Features

As you are probably well aware, education is a dynamic field of study and practice. Americans, young and old, make a huge investment in their schools. We are continually examining them; we are continually criticizing them; and we are continually changing or modifying them. As in previous editions of *Those Who Can, Teach*, we are responding to the changes in schools with changes in this book:

- A huge topic on the educational scene is standards-based education, and we have treated its many implications for teachers in a number of chapters. To help make the connection between standards and content crystal clear, we’ve included a correlation chart in the front of the book. The ten core principles of INTASC are correlated to the chapters and pages in the eleventh edition.
- We have updated recent federal legislative actions, including coverage of the No Child Left Behind Act and 2004 IDEA reauthorization.
- Our earlier focus on student diversity and multiculturalism has been updated and expanded to reflect the changing demographics of our schools. The growing concern in society and among educators over ethics and character is also mirrored here.
- Our courts, too, have been busy handing down decisions, which are having profound effects on our schools. We keep students updated on the directions of the decisions.
- Our society’s ever-changing answer to the question, “What is most worth knowing?” is, of course, mirrored in the school’s curriculum, and we have thoroughly updated the new curricular emphasis and school reform movements.
- We continue to believe that it is important for teachers to have a knowledge and appreciation for some of the outstanding teachers, both from the past and the present. “**Leaders in Education**” features profile some of these outstanding teachers in the textbook, and more on the website, where students can link to in-depth biographical information.
- We all live in a world of information overload, if not overkill. Educators in recent years have been pointing out that, unless we stop and reflect on what we read, our chances of holding the information and having it become *meaningful* are greatly reduced. On the other hand, if we stop and consider an idea and evaluate it in the light of our own experience, then we *own* the information. With this in mind, in each chapter we continue to include in the eleventh edition three or four “**Pause and Reflect**” stops, each containing two or three questions for your consideration. We urge you to participate in this crucial aspect of the book because your responses can lead to greater self-understanding.
- One of the frequent complaints made by new teachers is that “no one ever told us what it is really like out here in the trenches.” Although these complaints are sometimes unfair (people tried to tell them, but they weren’t listening!), we have, nevertheless, from the very first edition of this book tried to reflect, through case studies and reports of teachers, the real world of schooling. In this eleventh edition, we continue to offer the popular “**Voices from the Classroom**” feature. We solicited contributions from a number of our former students and their teacher-friends, and we are enormously pleased with what they

wrote. Each chapter has a reflection or comment on one of the chapter's key topics. Most contributors are new teachers; a few are veterans. All tell it like it is.

- Reflecting technology's omnipresence in education today, we have expanded our coverage of educational technology with resources, such as software programs and URLs, and references to standards that are found in the dedicated technology chapter and throughout the text.

Although much is new in the eleventh edition, key qualities have been retained. Chief among them is the book's informal writing style. We have tried to communicate the seriousness surrounding professional topics and, at the same time, reflect the humor and humanity that is part of the professional life of a teacher. We are helped in this "experiential" aspect of our book by the presence in the text of the actual words of practicing classroom teachers. In addition, many of the events described were experiences that happened directly to us when we were teaching in public schools. We believe (and hope) that this writing style and heavy use of narrative give the text a greater sense of reality.

Both of us have been classroom teachers and are long-time teacher educators. As such, we have, from our very first edition to this eleventh edition, continually tried to keep one question uppermost in our minds as we have labored on this book: What does the new teacher need to know and be able to do in order to succeed in today's school? Answering that question is the challenge and the mission of *Those Who Can, Teach*.

▶ Accompanying Teaching and Learning Resources

The eleventh edition of *Those Who Can, Teach* is accompanied by an extensive package of instructor and student resources.

- ***Kaleidoscope: Readings in Education, Eleventh Edition***, is a companion book of readings that can be used either in conjunction with the text or as a separate volume. This collection of seventy selections, approximately 30 percent of which are new in this edition, contains works by some of the most distinguished scholars in education, along with the writings of practicing teachers. Many of the authors and reports of research cited in *Those Who Can, Teach* are included in this book of readings. We have specially marked several key classic readings in education. Also, an easy-to-use chart in *Kaleidoscope* cross-references topics discussed in *Those Who Can, Teach* with the readings in *Kaleidoscope*. Both books can be packaged together at a special discount price.
- ***Instructor's Resource Manual with Test Bank***, prepared by Mary Ware of SUNY, Cortland is offered at the Instructor's website and includes a transition guide, sample syllabi, student objectives, chapter overviews, supplementary lecture and discussion topics, class activities, student study guides, practice quizzes, selected references and media resources, school observation activities, and a section of 5–6 case studies with discussion questions. The test bank contains multiple-choice, short answer, and essay questions. The IRM includes a cross reference to *Kaleidoscope*, the companion reader.
- **The Houghton Mifflin Testing Computerized Test Bank** provides instructors with the assessment items from the Instructor's Resource Manual with Test Bank in an electronic format for ease of use. This bank of test questions is compatible with both PC and Macintosh computers.
- **Expanded Companion Website** provides resources for instructors and students, including: ACE Self Quizzes; links to key topics in each chapter; additional

“Voices from the Classroom” and “Leaders in Education” boxes; “Open to Debate” and “Policy Matters!” features for students to review and discuss in the Eduspace course discussion board; and links to updated and expanded information and additional reflection questions, classroom observation guides, and tips for creating a teaching portfolio.

- **New Houghton Mifflin Video Cases.** Available online and organized by topic, each “case” is a four- to six-minute module consisting of video files presenting actual classroom scenarios that depict the complex problems and opportunities teachers face every day. The video clips are accompanied by “artifacts” to provide background information and allow preservice teachers to experience true classroom dilemmas in their multiple dimensions.
- **New Eduspace.** Houghton Mifflin’s new powerful, customizable, and interactive online learning tool, *Eduspace*, powered by Blackboard, offers a convenient, user-friendly platform to manage, customize, create and deliver course materials online. In addition to its handy gradebook, discussion board, and other course management tools, Eduspace provides text-specific interactive components such as videos, reflective journal questions, test items, and additional materials to aid students in studying and reflecting on what they have learned.
- **Blackboard and WebCT Cartridges** that include premium text and study guide content made platform-ready for online courses.
- **The Houghton Mifflin Guide Series.** These are brief paperbacks that examine important topics, such as “Diversity in the Classroom,” “Classroom Assessment,” “Inclusion,” “Technology Tools,” “Teacher Reflection,” “Motivation,” and “Differentiated Instruction” in more depth.

► Acknowledgments

Whenever any of us put pen to paper or fingers to the keyboard, we stand on the shoulders of others. This is certainly true of this book. We are indebted to many people. In the writing of this book, we are especially appreciative of the help given by the following individuals. Most notably, Lee McCanne, Brooke Graham Doyle, and Elizabeth Langran contributed the chapter on technology and the teacher, entitled “What Should Teachers Know About Technology and Its Impact on Schools?” Additionally, we thank a number of scholars for the invaluable contribution of their research and writing to various chapters, specifically: Cathleen Kinsella Stutz for Chapters 2 and 8; Susan Tauer for Chapters 9 and 12; and Larry Kaufman for Chapter 10. We also wish to thank William Geulcher for writing one of the cases in Chapter 2 and Steven Tigner for his portrait of Socrates and his helpful suggestions on the chapter entitled “What Are the Philosophical Foundations of American Education?” Special thanks go to our colleagues and students for their many good ideas and continuing support, in particular, the teacher contributors to the “Voices from the Classroom” feature. A number of reviewers also made key contributions to the organization and content of this edition, most notably:

Larry Arnsion, Gwinnett Technical College

Andrea T. Cortez, Parkland College

Leslie K. Day, Buffalo State College

Cheryl J. Edwards, Southeastern Louisiana University

Diane Hembacher, California State University, Dominguez Hills

Kathleen Hursh, SUNY Geneseo
Carol S. Lorek, Northern Arizona University
William R. Martin, George Mason University
Arturo Monteil, South Texas Community College
Stephen A. Schmitz, Central Washington University
Karen A. Vuurens, South Texas Community College
Mary C. Ware, SUNY Cortland
Brian Yusko, Cleveland State University

A special acknowledgment is due to Marilyn Ryan for the substantial intellectual and psychological contributions she made to the several editions of this book.

Writing and revising a book is a multifaceted process. Many people provide advice—some solicited and some not. We believe, however, that our best source of advice on this book and its companion, *Kaleidoscope*, has been the team we've worked with at Houghton Mifflin. Lisa Mafrici, senior development editor, has been the one who has gracefully orchestrated the coming together of the many pieces of this book and *Kaleidoscope*. Sue Pulvermacher-Alt, senior sponsoring editor, had the responsibility of overseeing the “big picture” surrounding this project and *Kaleidoscope*. We are enormously appreciative of her dynamic and thoughtful leadership. Jane Lee, senior project editor, has deftly handled the copyediting process and all of the final stages of production. The developmental editor for this edition has been Sheralee Connors, who has been a terrific source of good ideas, cartoons, quotes, and practical suggestions. A good revision editor has to have a fine sense of what to keep and what to drop. We are convinced that Sheralee is a gifted poker player because she truly “knows when to hold 'em and knows when to fold 'em,” and all of this with the greatest of tact. Finally, we acknowledge the thousands of students for whom this book is written. Your new learning as you become teachers is central to our work as authors. We value your feedback on how we are doing and invite you to respond by sending us your comments through the Houghton Mifflin website.

Kevin Ryan
James M. Cooper

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