

Seventh Edition

Teaching Today

An Introduction to Education

David G. Armstrong
Kenneth T. Henson
Tom V. Savage

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Dedication

We would like to dedicate this edition of *Teaching Today* to David Grant Armstrong. Unfortunately, Dave passed away just days after completion of the manuscript for this edition. We have worked with Dave on various editions of *Teaching Today* for 25 years. He was not only a consummate professional, but a good personal friend. He had a great influence on educational practice throughout his many years in the profession. It is fitting that this edition will continue to expand his influence.

Kenneth T. Henson

Tom V. Savage

Preface

You may not have thought much about the diverse, potentially competing roles you will play out in the classroom. When you work with learners, you will be expected to establish an appropriate balance between

- Teaching young people to behave appropriately in groups while, at the same time, developing a personal relationship with each member of your class (Cuban, 2001);
- Promoting the value of individualism while, at the same time, encouraging commitment to the larger community's shared perspectives;
- Encouraging learners to master long-standing approaches to problems while, simultaneously, nurturing their abilities to engage reality in creative ways; and
- Presenting content that you deem to be essential and, at the same time, preparing learners for mandatory assessments that may focus on content that you consider less important.

How you navigate among these varying expectations will depend on your teaching situation, your academic background, and your personal values. Your responses may change over the course of your teaching career. Variations in your approaches will be driven by changes in learners, legislation, community expectations, and your store of personal knowledge.

Education demands smart, altruistic teachers. If school districts were to post notices to attract the kinds of people they want to hire, the signs might read: "Wanted: Teachers Who Lead." If you seek a career free from the confrontations of contemporary life, choose another line of work. As a teacher, you need to act as a proactive leader. Today teachers are becoming ever more involved in making decisions about budgets, school management, and other areas that go well beyond traditional concerns for instructional planning.

In preparing the seventh edition of *Teaching Today*, we have emphasized topics relevant to the world you will enter as a classroom teacher. In addition to basic information about these topics, you will find material designed to help you analyze, reflect, and decide. You can expand your understanding of these issues by going beyond the text to pursue information at a number of World Wide Web sites that we recommend. You also will find useful the extensive glossary of specialized terms that follows the final chapter.

You may live in a state that requires you to take the *Praxis II* examination as a qualification for a teaching certificate, credential, or license. (You will find detailed information about the Praxis exams in Chapter 1, "Education in an Age of Change.") At the end of each chapter, you will be invited to reflect on what you have learned and to think about how the content might help you prepare for the *Praxis II* examination.

In your effort to make content from this text part of your own professional-knowledge base, consider starting and maintaining a personal *initial-development portfolio*. An initial-development portfolio provides a means to record important new information, highlight key points you wish to remember, and reflect on ways to use this new content as you prepare for your teaching career. At the end of each chapter, you will be prompted to consider how newly introduced content might be incorporated into your initial-development portfolio. (You will find detailed information about initial-development portfolios in Chapter 1.)

The end-of-chapter materials related to preparing for *Praxis II* and your initial-development portfolio are reminders that, to derive maximum benefit from this text, you need to engage new information actively. The more you reflect on the content and integrate it into what you already know, the better the information will serve you. We hope your work with this text and the other experiences you encounter in your preparation program will enhance your ability to think carefully about educational issues and will help you grasp key characteristics of teaching and schooling.

ORGANIZATION OF THIS TEXT

Earlier editions of *Teaching Today* have been used both by undergraduate and graduate students. We prepared the book for use in introduction-to-education classes, introduction-to-teaching classes, foundations-of-education classes, school-curriculum classes, issues-in-education classes, and problems-in-education classes. This edition organizes content under four major headings. The title of each provides a context for the chapters it includes.

Part 1 is titled “The Profession.” Chapter 1 focuses on the changing nature of the profession. To illustrate teachers’ many responsibilities, there is a useful description of a teacher’s typical day. Chapter 2 emphasizes the phases in a teacher’s professional development, the use of teaching portfolios to document performance, and the important support roles that professional organizations play. The chapter also briefly introduces several nonteaching roles in education. Chapter 3 explores the impact of numerous reform initiatives and recent legislation that is changing the nature of what schools and teachers do.

Part 2 focuses on “Learners and Their Needs.” Chapter 4 provides important descriptive information about characteristics of learners in today’s schools. There is an emphasis on how certain learner variables may affect school performance. Chapter 5 explores issues associated with multiculturalism. Specific examples of programs that have served culturally diverse young people are introduced. Chapter 6 describes legal requirements and instructional approaches relevant to appropriately serving learners with special needs and gifted learners.

Part 3 centers on “Teaching and Assessing.” Chapter 7 introduces curriculum orientations, state curriculum standards, and information related to the influence that standardized tests have on content selection. In addition, basic elementary and secondary curriculum patterns are described. Chapter 8 presents approaches associated with effective instruction. Content includes information related to active teaching, constructivist teaching, ways to achieve clarity of communication, and characteristics of good questions. This chapter also includes descriptions of teacher–learner observation instruments that can be used in the classroom. Chapter 9 focuses on the important issue of classroom management and discipline. Specific suggestions for an escalating series of teacher responses, varied according to the seriousness and frequency of the disruptive behavior, are included. Chapter 10 describes approaches to assessment, measurement, evaluation, and grading. In addition to more traditional approaches, there is extensive treatment of learner portfolios.

Part 4 focuses on “Shapers of Today’s Educational World.” Chapter 11 provides information that illustrates how varying philosophical perspectives affect attitudes toward specific curricula and instructional practices. The chapter also describes how attendance at specific schools, family attitudes, perspectives of certain religious and social organizations, and membership in certain ethnic and cultural groups influence patterns of learner behavior in the classroom. Chapter 12 traces important historical influences that

have helped shape practices in today's schools. Information includes descriptions of European and non-European influences and important developments in the evolution of American education. Chapter 13 focuses on the important role technology plays in today's schools. Content includes information related to technology standards, technology's influence on behavior, and promises and challenges associated with the introduction of new technologies in today's schools. Chapter 14 explores learners' rights and responsibilities, and their legal implications for teachers. The chapter discusses several relevant court cases.

At the end of the book, you will find a complete glossary. It includes helpful definitions of all terms introduced in the text.

NEW TO THIS EDITION

- **Chapter 13: Influences of Technology.** This chapter illustrates the impact of technology on teaching today, how teachers can incorporate technology into their classroom practice, and how to make informed decisions about the use of technology in the classroom.
- **Reorganized chapters include:**
 - Profiles of Today's Learners (Chapter 4)
 - Responding to Diversity (Chapter 5)
 - Social and Philosophical Perspectives (Chapter 11)
 - Legal Issues Affecting Learners and Teachers (Chapter 14)
- Several useful and appealing new chapter additions to extend learning include:
 - **Preparing for Praxis** activities at the end of each chapter motivate students to take notes and organize materials in ways that will help them prepare for the *Praxis II* examinations.
 - **For Your Initial-Development Portfolio** encourages students to reflect on chapter content, consider its relevance for their own professional development, and organize materials for a portfolio that is consistent with INTASC standards.
 - **Profiling a Teacher** anecdotes that appear in several chapters bring students face to face with real-world challenges faced by classroom teachers today.
- **Web Extensions** prompt students to learn more about topics by selecting Web sites to search to find engaging supplementary information that will deepen their understanding of newly introduced text content.
- Extended coverage throughout the book of **curriculum standards, standardized testing, accountability, and the No Child Left Behind Act.**
- New content related to **violence in schools** in Chapter 4.
- Expanded coverage of **portfolios**, including **initial-development portfolios, teaching portfolios, and learner portfolios** featured in Chapter 2 and throughout the book.
- Increased attention to **constructivist teaching** in Chapter 8.
- Greatly expanded coverage of **non-European influences** on American education featured throughout Chapter 5.
- Updated content on important **legal issues** facing learners and teachers, as discussed throughout Chapter 14.
- Continued broad and updated coverage of **management and discipline** issues, as addressed in Chapter 9.
- Extensive coverage of issues related to **multicultural education** in Chapter 5.

SPECIAL FEATURES OF THIS TEXT

Features of the seventh edition of *Teaching Today* include the following:

- **Bulleted objectives** at the beginning of each chapter draw students' attention to important chapter content.
- **Graphic organizers** at the beginning of each chapter provide a convenient visual summary of chapter organization and content.
- Numerous **Web Extensions** (NEW!) appear in each chapter.
- The **Profiling a Teacher** (NEW!) features appear in several chapters.
- **Critical Incidents** in several chapters present students with opportunities to engage in higher-level thinking as they reflect on situations faced by today's teachers.
- **Boldfaced terms** (NEW!), each of which is defined in the end-of-text glossary, draw students' attention to the importance of the specialized vocabulary they will be using in their roles as professional educators.
- **Preparing for Praxis** (NEW!) activities appear at the end of each chapter.
- **For Your Initial-Development Portfolio** (NEW!) features are located at the end of each chapter and connected with INTASC standards.
- A **Companion Website**, located at <http://www.prenhall.com/armstrong>, provides students with access to a related message board, a chat room, links to additional websites and to other resources tied to the text's content.
- **Cartoons** that appear in selected chapters illustrate educational issues and help convey to students that, although education is serious business, it need not be grim.
- **Figures** in each chapter enrich content and provide additional opportunities for students to reflect on new information.
- **Video Viewpoints** tie chapter content to an accompanying ABC News video library that features important education-related news segments from ABC News programs.
- **Self-Tests** provide students with opportunities to check their understanding of newly introduced content by going to a module at the Companion Website (<http://www.prenhall.com/armstrong>).
- **Key Ideas in Summary** sections at the end of each chapter facilitate content review by drawing students' attention to important ideas.
- **Reflection** materials at the end of each chapter prompt students to engage in critical thinking about various issues that have been raised.
- **Field Experiences, Projects, and Enrichment** sections at the conclusion of the chapters provide opportunities for students to extend their understandings by engaging in appropriate application activities.
- **References** at the end of each chapter direct students to source materials used by the authors.
- A **glossary** at the end of the text helps students to cement their understanding of new terms.

USING THE TEXT

We believe that schoolteachers should take personal control over the instructional process. They should not feel obliged to follow the numerical order of chapters in their texts. Similarly, we encourage instructors who use this text to follow this logic and to assign students

to read chapters in an order that makes sense in light of how they have designed their courses. We have written chapters in this book to be “freestanding.” That is, no chapter has content that is prerequisite to that introduced in any other chapter.

SUPPLEMENTS TO THE TEXT

All supplements are available free of charge to instructors who adopt this text. To request any of the following supplements, contact your Prentice Hall representative or visit our Website at <http://www.prenhall.com>. (If you do not know how to contact your local sales representative, please call faculty services at 1-800-526-0485 for assistance.)

Instructor's Guide

The **Instructor's Guide** provides professors with a variety of useful resources, including chapter goals, chapter outlines, teaching approaches, and ideas for classroom activities, discussions, and assessment.

The guide also includes chapter self-assessment questions as well as Web extensions and Praxis case study activities.

Computerized Test Banks

Customizable **computerized test banks** are available for both Macintosh and PC users to use as they prepare classroom assessments.

Acetate Transparencies

A packet of **acetate transparencies** featuring figures and other important material from the text is available to augment lectures and other presentations related to chapter topics.

DISCOVER THE COMPANION WEBSITE ACCOMPANYING THIS BOOK

Web-Based Supplements: The Prentice Hall Companion Website

The **Companion Website** for this text can be found at www.prenhall.com/armstrong. Technology is a constantly growing and changing aspect of our field that is creating a need for content and resources. To address this emerging need, Prentice Hall has developed an online learning environment for students and professors alike—Companion Websites—to support our textbooks.

In creating a Companion Website, our goal is to build on and enhance what the textbook already offers. For this reason, the content for each user-friendly website is organized by chapter and provides the professor and student with a variety of meaningful resources.

For the Professor—

The Companion Website provides teaching aides and resources for instructors using the text.

Professor Resources—This password-protected instructor resource includes downloadable copies of the following:

- **PowerPoint Presentations—**Detailed slide presentations for each chapter of the textbook

- **Instructor's Manual**—An electronic copy of the Instructor's Manual that includes chapter objectives, chapter outlines, and suggested activities.
- **Message Board**—Virtual bulletin board to post or respond to questions or comments from a national audience.

Every Companion Website Integrates **Syllabus Manager™**, an online syllabus creation and management utility.

- **Syllabus Manager™** provides you, the instructor, with an easy, step-by-step process to create and revise syllabi, with direct links into Companion Website and other online content without having to learn HTML.
- Students may logon to your syllabus during any study session. All they need to know is the web address for the Companion Website and the password you've assigned to your syllabus.
- After you have created a syllabus using **Syllabus Manager™**, students may enter the syllabus for their course section from any point in the Companion Website.
- Clicking on a date, the student is shown the list of activities for the assignment. The activities for each assignment are linked directly to actual content, saving time for students.
- Adding assignments consists of clicking on the desired due date, then filling in the details of the assignment—name of the assignment, instructions, and whether or not it is a one-time or repeating assignment.
- In addition, links to other activities can be created easily. If the activity is online, a URL can be entered in the space provided, and it will be linked automatically in the final syllabus.
- Your completed syllabus is hosted on our servers, allowing convenient updates from any computer on the Internet. Changes you make to your syllabus are immediately available to your students at their next logon.

For the Student—

The student portion of the Companion Website provides activities and resources that enhance and supplement chapter content:

- **Chapter Objectives**—Questions for the student to think about as they read the chapter.
- **Web Extensions**—Provides a topic or situation related to chapter content, includes a designated Web link or links, along with meaningful activities/questions.
- **Self-Assessment**—Includes multiple choice and true and false questions for each chapter complete with hints and automatic grading that provide immediate feedback for students.

After students submit their answers for the interactive self-quizzes, the Companion Website Results Reporter computes a percentage grade, provides a graphic representation of how many questions were answered correctly and incorrectly, and gives a question-by-question analysis of the quiz. Students are given the option to send their quiz to up to four e-mail addresses (professor, teaching assistant, study partner, etc.)

- **Praxis Case Study Exercises**—Case analysis modeled from the Praxis test that includes both essay and multiple-choice questions and tied to the text's features "Profiling a Teacher" and "Critical Incidents."
- **Message Board**—Virtual bulletin board to post or respond to questions or comments from a national audience.

To take advantage of the many available resources, please visit the *Teaching Today* Companion Website at

<http://www.prenhall.com/armstrong>

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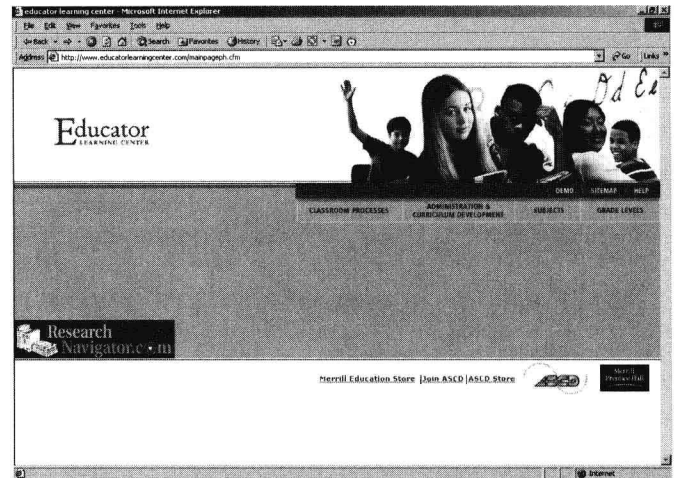
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EDUCATOR LEARNING CENTER: AN INVALUABLE ONLINE RESOURCE

Merrill Education and the Association for Supervision and Curriculum Development (ASCD) invite you to take advantage of a new online resource, one that provides access to the top research and proven strategies associated with ASCD and Merrill—the Educator Learning Center. At www.EducatorLearningCenter.com you will find resources that will enhance your students' understanding of course topics and of current educational issues, in addition to being invaluable for further research.

How the Educator Learning Center will help your students become better teachers. With the combined resources of Merrill Education and ASCD, you and your students will find a wealth of tools and materials to better prepare them for the classroom.



Research

- More than 600 articles from the ASCD journal Educational Leadership discuss everyday issues faced by practicing teachers.
- A direct link on the site to Research Navigator™ gives students access to many of the leading education journals, as well as extensive content detailing the research process.
- Excerpts from Merrill Education texts give your students insights on important topics of instructional methods, diverse populations, assessment, classroom management, technology, and refining classroom practice.

Classroom Practice

- Hundreds of lesson plans and teaching strategies are categorized by content area and age range.
- Case studies and classroom video footage provide virtual field experience for student reflection.
- Computer simulations and other electronic tools keep your students abreast of today's classrooms and current technologies.

Look into the value of Educator Learning Center yourself

A four-month subscription to Educator Learning Center is \$25 but is FREE when used in conjunction with this text. To obtain free passcodes for your students, simply contact your local Merrill/Prentice Hall sales representative, and your representative will give you a special ISBN to give your bookstore when ordering your textbooks. To preview the value of this website to you and your students, please go to www.EducatorLearningCenter.com and click on "Demo."

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ABC News/Prentice Hall Video Library

The ABC News/Prentice Hall Video Library titled "Critical Issues in Education, Volume II" is created for use with *Teaching Today*, Seventh Edition. This video library challenges students to explore chapter topics through ABC News segments focusing on educational issues. *Video Viewpoints* features within each chapter offer a short summary of each episode and ask students to think about and respond to questions relating to the video and chapter content. The video segments described here are available to accompany this text.

Alternative Certification

This ABC News video segment discusses the issue of using alternative routes to certification in order to meet the teacher shortage. This segment focuses on short credential programs designed to attract second-career individuals into teaching. The merits of opening teaching to skilled individuals are also emphasized.

Chapter 1, Page 22

Running Time: 2:10

Providing a Quality Education for All Students

This ABC News video segment features Charles Best, a teacher who came from a privileged background and attended prestigious schools, but who chose to teach in the New York public schools. He then had an idea about finding funding for teacher ideas and created a Web site, www.donorschoose.org. This segment discusses a person's motivation to choose teaching as a career, as well as an innovative way to provide resources for teachers who need them the most.

Chapter 2, Page 46

Running Time: 19:47

Vouchers

This ABC News episode from *20/20* focuses on the issue of vouchers. The host clearly favors a voucher system and believes vouchers to be a key ingredient in school reform. He emphasizes the need for choice and the power of competition in bringing about change. However, this video segment also includes comments from those opposed to voucher systems. They contend that competition does not necessarily work in education and that voucher systems take needed money for change away from the schools that need it most.

Chapter 3, Page 66

Running Time: 9:40

What Are the Keys to Improving Achievement?

This ABC News special focuses on the Seed Charter School in Washington, D.C. The founders of this charter school believed it would take more than choice, the elimination of

red tape, and a change of curriculum to improve student performance. The founders established a public boarding school for 40 students from troubled schools and difficult neighborhoods. This segment details the experiences of a few students in the school and illustrates the challenges of changing student attitudes and achievement.

Chapter 4, Page 93

Running Time: 23:34

How Do We Achieve Diversity?

This ABC News video segment focuses on the University of Michigan's point system for achieving diversity. The segment includes arguments about the importance of diversity in education and how to achieve diversity. Although the video segment is directed toward higher education, specifically the law school, the issue has implications for all levels of education.

Chapter 5, Page 115

Running Time: 6:44

Meeting the Needs of Exceptional Students

This ABC News video segment focuses on a special school for emotionally disturbed teens in Chicago. The segment reveals the deep turmoil in some students that interferes with their ability to succeed or even survive in a regular public school. The major focus is on one girl who suffers from severe depression.

Chapter 6, Page 152

Running Time: 19:20

High-Stakes Testing

This ABC News video segment discusses the issue of high-stakes testing. The focus is on Florida and the Florida Comprehensive Assessment Test that is required for promotion and graduation. The segment covers two sides of the issues: the need for high standards in order to prepare students for success in the world and the question of whether graduation or promotion should rest solely on the scores received on just one test.

Chapter 7, Page 178

Running Time: 19:45

How Much Homework Is Enough?

This ABC News segment focuses on the debate over how much homework should be assigned to young children. It cites a University of Michigan study that found the amount of time young children spend on homework has increased dramatically. Some parents are complaining that homework is taking away the opportunity for children to participate in other activities. Others state that too much homework is having a negative effect on children's motivation.

Chapter 8, Page 215

Running Time: 6:20

How Should Rules Be Enforced?

This ABC News segment focuses on enforcement of zero tolerance policies in schools. One instance is investigated where two 8-year-old boys were taken to police headquarters and suspended from school for a day for playing “cowboys and outlaws” using paper guns. In another instance, a high school mascot is prevented from having a paper spear as a part of his costume. The segment includes arguments from those who think the policy is appropriate for making schools safe. Others contend that there needs to be sensible enforcement, rather than literal and automatic responses to rules.

Chapter 9, Page 248

Running Time: 19:32

The Uses and Misuses of Standardized Tests

This ABC News segment focuses on the issue of using the SAT as a college admission requirement. It discusses the history of the SAT and points out that the use of the SAT might be the opposite of what was originally intended. Discussion centers on the recommendation of the chancellor of the University of California system to eliminate the SAT as an admission requirement after he visited an upscale private school and noted that they were preparing 12-year-old students for the SAT. Further investigation revealed a variation in scores based on ethnicity and a lack of data that indicated that high SAT scores actually predicted college success.

Chapter 10, Page 258

Running Time: 20:06

The Power of the Neighborhood School?

This ABC News video segment focuses on the issue of busing and neighborhood schools, particularly in Delray Beach, Florida. For years, African American students from Delray Beach were bused to achieve racial balance. However, there was a high dropout rate for those who were bused, and the parents did not feel like a part of the school community. With the assistance of a philanthropist, a new community school has been established that seems to be thriving. Throughout the segment, the issue of racial segregation and the landmark *Brown v. Board of Education* case emerge.

Chapter 11, Page 293

Running Time: 20:13

Revisiting History

This ABC News segment concerns the creation–evolution debate. The Kansas Board of Education discusses whether to drop the teaching of evolution and allow the inclusion of “intelligent design” as an alternative theory. The video includes numerous individuals speaking for and against the measure, and it highlights the issue of whether inclusion of intelligent design is appropriate because it is merely another scientific theory or if it is inappropriate because it is a religious belief.

Chapter 12, Page 317

Running Time: 19:43

What Is the Impact of Computers in the Classroom?

This ABC video segment focuses on the impact of computers in the classroom. It points out that school districts have increased dollar allocations for computers while reducing the budget for other things. However, research seems to indicate that computers have not had much impact on student achievement. One of the reasons given is that teachers have not been taught how to use computers in the classroom.

Chapter 13, Page 346

Running Time: 23:35

Cheating Teachers

This ABC News segment focuses on the issue of teachers helping students perform better on high-stakes tests. A teacher is interviewed who claims that her school principal told her to cheat to help students get higher test scores. The segment emphasizes the stress created for administrators and teachers when their salaries and even their jobs depend on students doing well on a high-stakes test.

Chapter 14, Page 390

Running Time: 20:02