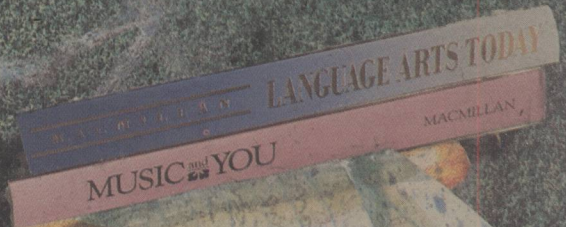
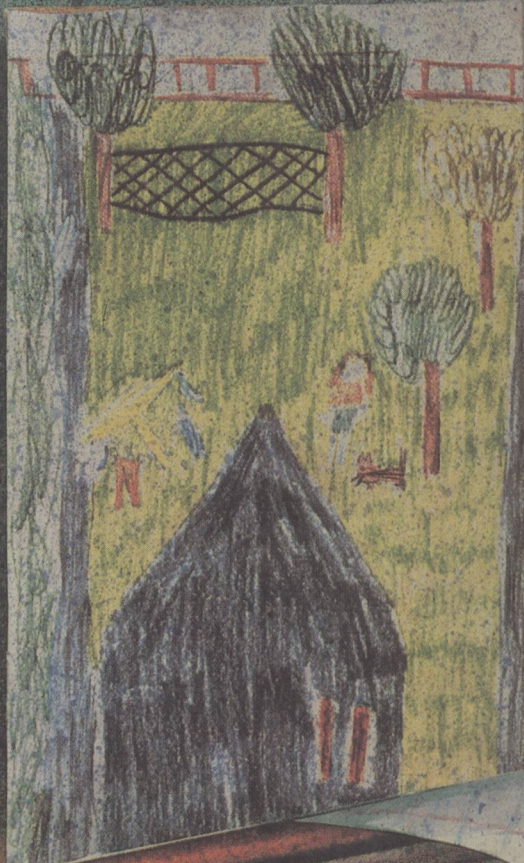


A Resource Guide for Elementary School Teaching

Planning for Competence

*Richard D. Kellough
Patricia L. Roberts*

Second Edition



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Planning for Competence

SECOND EDITION



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California State University, Sacramento



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A Resource Guide for Elementary School Teaching

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They Depend on Me¹

*I help the children to think
About the way they see the world,
Help them organize and experience
The way they feel about themselves and others.
I have skills.*

*The community depends on me
To produce a generation of adults
Who are independent, free, and equal.
I'm responsible.*

*I help produce the knowledge,
Creativity, and judgment that drives
Civilization forward.*

I build foundations.

*I want to know my children will
Make a better world
I am often alone in knowing what I have done.
I have hope.*

*I give more love and compassion than
I receive and do so willingly.
I am a teacher. I have P.R.I.D.E.*

—Joe Hasenstab



¹From *T.E.A.C.H.ing with P.R.I.D.E.*, Performance Learning Systems Newsletter, Fall 1982, Emerson, NJ 07630. Permission to reprint from Joe Hasenstab.

Preface

New educational technology, current activities regarding cultural diversity in schools, recent research findings, the middle school movement, and actions resulting from the educational reform movement of the 1980s have prompted us to make major changes in this edition of our resource guide. We were encouraged by users and reviewers of the first edition, and in preparation of this second edition we attended to their suggestions. Revisions to this second edition have been accurately incorporated in appropriate locations throughout: in essence, the text has been rewritten. From our experiences with the first edition of this resource guide, *we know we have provided a resource guide that will be useful to both preservice and inservice teachers who want to improve their competencies*. We continue in our effort to write a practical and succinct guide for

- Students who are in an elementary general methods course.
- Students who are in a middle school general methods course.
- Students who are in elementary block methods courses.
- Students who are in their field component of teacher education.
- Inservice teachers who wish to improve their competencies.

In preparation of this second edition of this resource guide, as with the first edition, we saw our task as not that of making the teaching job easier for you—competent teaching is never easy—but as that of improving your competencies and of providing resources from which you may select and build upon what works best for you. Your greatest resource is people, the children and adults with whom you work. We cannot tell you what will always succeed best with your students; you will know them better than we. We do share what we believe to be the best of practice, the most useful of research findings, and the richest of experiences. Here is what we believe and how we have incorporated our beliefs into this second edition.

We believe teaching competencies can be learned. As in medicine where there are skills and knowledge to be learned and developed before the student physician is licensed to practice with “live” patients, as in law where there are knowledge and skills to be learned and developed before the law student is licensed to practice a “real” case, so it is in education: there are knowledge and skills to be learned and developed before the teacher candidate is licensed to practice the art and skills of teaching with active, responsive children. We would not dream of allowing a person off the street to treat our child’s illness or defend ourselves in a legal trial; the professional education of teachers is no less important. Receiving professional education in how to teach is

absolutely necessary, and certain aspects of that education must precede any interaction with alert, lively children if we are to become truly competent and professional.

We believe that the "how" component of professional education is essential in order to become a competent teacher. It is very difficult to anticipate the twenty-first century and to predict what specifically it is that children of today will really need to know when they reach the work force in the twenty-first century. We do believe children will always need to know how to learn, how to read, and how to think critically. This resource guide continues to emphasize the importance of the teacher helping students to develop those skills.

We believe there are developmental elements associated with becoming a competent professional teacher. This resource guide is organized around four developmental elements: *what*, *why*, *how*, and *how well*. The teacher needs to know the *what* and *why* of teaching; Parts I and II are devoted to those elements. The teacher needs to know the *how* of teaching, an element reflected throughout this resource guide, but particularly beginning in Part II and seen again in Parts III and IV. Part V focuses on the fourth and final element, the element of *how well* the teacher is doing, and concomitant with that, how well the students are learning. Part VI provides guidelines for the student teaching component of teacher education and ends by providing helpful suggestions for finding a teaching position.

We believe that, to achieve competency, the teacher needs guided learning, practice, feedback, and reinforcement. For this we provide Exercises and Questions for Class Discussion in every chapter. Some exercises and questions are direct, dogmatic, and close-ended; others are open-ended, sometimes even intentionally ambiguous. *We believe competent teaching is performance-based and criterion-referenced:* this guide is constructed in that manner. But, because *we also believe that teaching, indeed living, must allow for serendipity, must encourage the intuitive, and must foster the most creative aspects of one's thinking*, we cannot always be specific about performance outcomes; hence the occasional ambiguity.

We believe also that when competency has been achieved and when a competent teacher has been identified, that teacher should be rewarded and encouraged to remain in the classroom to work with children. In recent years, merit plans have been proposed that would identify competent teachers, then reduce their teaching assignment with children. Reducing the effective teacher's time with students is the silliest thing we can imagine. In effect, such a plan leaves students with less-competent teachers for an even larger percentage of the time. We believe merit plans should operate in this way: to reward competent teachers who stay in the classrooms while simultaneously to encourage less-competent ones to improve, perhaps by team teaching with the meritorious teachers.

We believe children need skills in acquiring knowledge, in processing information, and in learning experiences that will use their fullest potentiality for thinking; they need skills that foster effective communication and productive, cooperative behaviors. We want children to feel good about themselves and about others. The best teaching strategies are those that involve honest, careful planning, trusting, risking, sharing, communicating, and cooperating. We hope the world of the twenty-first century is composed of nations of peoples who are cooperating, communicating effectively, and using fully the creative capacities of each and every individual. Our resource guide is dedicated to that hope.

Exercises are found in every chapter and are written so they are practical, relevant, informative, fun, and include active learning. We believe learning should be

active, pleasant, fun, and productive. We trust the reader will find our approach to be an enthusiastic, cognitive-humanistic one that is helpful.

At the end of each chapter are selected readings for extended study of particular topics.

Finally, *we believe we would never have been able to complete this resource guide had it not been for the valued help of people*—former students who forgave us our trespasses; administrators; teachers; and colleagues who have shared their ideas and successes and have permitted us to include their names in this book; and authors and publishers who graciously granted their permissions to reprint materials. To each we offer our warmest thanks.

There are many others who made important contributions in the development of this second edition and who may not be acknowledged elsewhere. We are especially indebted to Robert Miller, our editor at Macmillan; elementary school administrators Gayle Moore and Chris Larsen; the teachers and students at David Reese Elementary School; Ellen Levy, Communications Office (Elk Grove Unified School District, CA); and to photographer/teacher Gary Irwin. Special thanks go to Professor Arthur L. Costa, past President of the *Association for Supervision and Curriculum Development*; to Dr. Don Larson, former Associate Superintendent of the Elk Grove Unified School District; and to Dr. Mary Jane Pearson, Commissioner on California's Commission on Teacher Credentialing Board, for their continued contributions to our effort. Although we take full responsibility for any errors in this resource guide, we are deeply appreciative for the cogent reviews of Anita S. Baker of Baylor University, Dolly S. Baldwin of Bluefield State College, Judith A. Bazler of Lehigh University, Robert P. Green, Jr. of Clemson University, Edward W. Holmes of Towson State University, Doris A. Simonis of Kent State University, Dawn Thomas of American University, Richard Uhleman of Edinboro University of Pennsylvania, and Jon Wiles of the University of South Florida.

For our families we have appreciation beyond words. Writing a book is a lonely process: they understand.

We are indeed indebted and grateful to all the people in our lives, now and in the past, who have interacted with us and reinforced that which we have always known: teaching is the most rewarding profession.

Richard D. Kellough
Patricia L. Roberts

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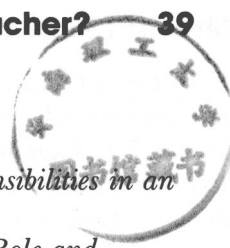
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