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Preface

People entering the field of secondary teaching are facing exciting opportunities as well as numerous challenges. There may be more proposals for changing secondary education than ever before in the history of U.S. education. Some of these proposals offer exciting new opportunities to meet the needs of students. Other proposals, however, appear to be based on flawed assumptions that could be detrimental to the education of our most valuable resource, our children. Navigating through these waters requires informed professionals with a clear understanding of the teaching and learning in secondary schools.

The seventh edition, just like the previous editions, of Teaching in the Secondary Schools provides information for those who are interested in the rewarding yet sometimes frustrating role of secondary school teacher. It addresses the proposals for change in secondary education and how those changes would affect secondary teachers and their students. The text covers the wide range of responsibilities of secondary teachers, including lesson planning, unit planning, assessment of learning, meeting the needs of a diverse student population, developing a repertoire of teaching strategies, and engaging in professional growth.

We, the authors, are aware of the enormous changes that are taking place. Thus, we do not try to provide answers for all of the challenges that a teacher might face. In addition, our intent is neither to persuade individuals to choose a career in secondary education nor to dissuade them from doing so. Our intent is to try and provide perspectives and information that will help readers make informed decisions. We have attempted to do this through our many years of teaching as well as our years working with secondary school teachers and student teachers. We hope that these perspectives will provide a useful lens through which individuals can obtain understanding about the past, the present, and the future of secondary education.

Organization of This Text

Organizing a text on the topic of secondary teaching can be a challenge because of the variety of approaches to secondary teaching used in preparation programs. Earlier editions of Teaching in the Secondary Schools have been used in courses such as secondary methods, introduction to teaching, and issues in education. Sometimes the course is designed to prepare secondary teachers in a specific content area; other times, the course is a more generic one that includes prospective teachers in several subject areas. Therefore, we have designed the text to be flexible so that users can organize and use the text in ways that best fit their needs.

The organization that we have chosen includes four basic parts. Part 1 addresses the societal context of secondary education. We focus on current reform proposals, a brief history of secondary education so individuals can understand how we got to this point in time, information about the diversity of the school population, and information about how schools are attempting to meet contemporary challenges.

The focus in Part 2 is on preparing for teaching in the classroom. We highlight the importance of individuals becoming reflective teachers. We believe that all teachers need to learn how to reflect on their own teaching and perform self-evaluations. We have also used the backward design model as a guide for organizing the chapters. For example, the backward design approach emphasizes that the beginning point for planning involves the identification of the end points of instruction. Therefore, we have placed a chapter on understanding the nature of content and the selection of big ideas as the end point of units of
instruction. The next step in the model includes defining how teachers know that students have learned the big ideas or generalizations. Therefore, the development of assessment procedures is the next step in the planning process. After the end points of instruction have been identified as well as how student learning will be assessed, then attention focuses on planning units and lessons and differentiating instruction to meet the needs of all students.

In Part 3, we focus on the instructional act. We provide information on different teaching approaches, including direct instruction, teaching for higher-level outcomes, and small-group and cooperative learning. We also address the importance of teaching reading across the curriculum. Secondary school teachers often have little preparation for helping students read. However, every subject in the curriculum requires some reading, and student failure can often be traced to the inability of students to comprehend the material they read. Finally, we also address the critical aspect of classroom management and discipline. There are two major tasks that all teachers face: presenting lessons and maintaining control of the classroom. These two tasks are related because well-planned and exciting lessons lead to fewer management problems, and good management keeps students on track. As one of our friends, a secondary school principal, states, “You can’t teach unless you can manage the classroom.”

Part 4 focuses on the professional content of teaching. One of the professional responsibilities of teachers is to understand their legal obligations and their legal rights. Teaching can be perilous for those who do not understand the legal dimensions of their teaching role. As with other aspects of the law, ignorance of the law is not an excuse when a problem occurs. Finally, we conclude the text with a chapter on professional growth. We are constantly amazed at how many teachers we encounter who are unaware of the many opportunities that exist for teachers to engage in exciting professional growth. We (the authors) have all reached our professional levels by first engaging in professional growth opportunities that then opened new doors and additional professional growth. Today Internet opportunities such as webinars and online courses open professional development to all teachers regardless of where they teach.

Special Features of This Text

Several features of Teaching in the Secondary School will help readers maximize their comprehension and understanding. Those features include the following:

- **Graphic organizers.** At the beginning of each chapter, we have provided a graphic organizer. The purpose of the graphic organizer is to provide a visual display that can serve as an advance organizer for the content of the chapter.

- **Chapter introduction.** The introduction for each chapter helps set the stage for the content of the chapter. It is intended to raise questions and create a reason for learning the content of the chapter.

- **More from the Web.** In most chapters, we have listed websites that provide more information or enrichment for the content of the respective chapter.

- **Bulleted objectives.** At the beginning of each chapter, we have stated objectives that help the reader define important material that should be learned.

- **For Your Portfolio.** We have linked the content of most chapters to the Interstate New Teacher Assessment and Support Consortium (INTASC) standards for beginning teachers. In those chapters, readers are challenged to select material that demonstrates their understanding of the INTASC standards for inclusion in a professional portfolio.

- **Critical Incidents.** In many chapters, we present critical incidents to help readers engage in thinking about how they would respond to situations that teachers face in the classroom. These incidents are based on experiences we have observed or encountered in classrooms.
What Do You Think? This feature provides opportunities for readers to examine personal beliefs and convictions regarding important issues.

Figures. In some key places, figures are used to reinforce content or illustrate relationships.

Key Ideas in Summary. This feature completes the instructional cycle that begins with the advance organizer. The graphic organizer provides an overview and advance organizer for the chapter content; the key ideas are provided to help readers review important points in the chapter content.

Reflections. These sections at the end of several of the chapters engage the readers in thinking about the content of the chapter and how it relates to their understanding and beliefs.

Learning Extensions. These exercises are intended to provide readers with suggestions on how they can continue their learning on key issues discussed in the chapter.

References. The references direct readers to source material the authors have used.

New to This Edition

Each chapter in this edition has been revised and updated. No chapter exists exactly as it appeared in the sixth edition. New features that are especially noteworthy include the following:

The chapter on assessment has been totally revised and moved to a new location. The revised chapter places more emphasis on formative assessment. In addition, a section on diagnostic assessment was added. The chapter was moved up in the chapter sequence in order to model the backward design model. It is placed directly after the chapter on content selection and the development of objectives. Therefore, after identifying the end point of instruction, assessment should be designed and used as guidelines for the selection of teaching approaches and the design of lessons.

Revised sample unit. To keep the chapter content more in line with the emphasis on the backward design model, we revised the sample unit in Chapter 7 to reflect this change in emphasis.

New content of Race to the Top and other reform proposals. Chapter 1 has been substantially changed to reflect new trends in school reform. The Race to the Top initiative of the Obama administration is discussed as a key reform proposal.

New content on writing. A new section has been added to the chapter about reading across the curriculum to address writing in the content areas. This is in response to the growing awareness that teachers in all content areas need to address the critical topics of reading and writing.

New content on bullying and cyberbullying. Several tragedies have led educators to consider seriously the role of the school and the teacher to address bullying and cyberbullying. The chapter on management and discipline has been revised to include this content and recommendations on how to address these important concerns.

New content on professional development opportunities. The Internet provides some excellent opportunities for professional development. Teachers no longer need to spend time and money to travel to conferences and workshops. Many excellent opportunities exist for teachers to work at their own pace from their home to design personalized professional growth plans. This new content has been added to the final chapter on professional growth.
Acknowledgments

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Finally we want to thank the helpful staff at Allyn & Bacon. We especially want to thank our editor, Kelly Villella Canton, and her assistant, Annalea Manalili, for the time they have spent helping make this edition a reality.

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