

Your Introduction to Education:

Explorations in Teaching

Fourth Edition

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Dedication

Jesse White teaches in an innovative charter school where students learn through experimentation and real-life problem solving. He represents dedicated teachers everywhere who use their creativity and energy to engage students in the teaching and learning process—teachers who make critical differences in the lives of their students. To these teachers, and to Jesse, my son, I dedicate this fourth edition.

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Preface

Using an approach that is unique among introduction to education college texts, the fourth edition of *Your Introduction to Education: Explorations in Teaching* takes you on a journey into authentic classrooms. It guides you through issues and dilemmas as they affect real teachers and students in real schools to help you determine whether teaching is for you and, if so, what your teaching identity may be.

The most distinctive feature of this text is how it weaves the real-life experiences of 8 teachers and 8 students from 4 schools across the country into its content. These people and places are drawn from urban, suburban, and rural settings, allowing you to examine teaching and learning from a variety of perspectives.

The teachers and students are from Summit Station, Ohio; Spanish Fork, Utah; Mt. Pleasant, South Carolina; and Fresno, California. Classroom scenarios, person-to-person features, and nearly every photo in this book—along with hours of video—are the direct result of time the author spent at each school with every one of the teachers, principals, students, and family members we met.

Current and relevant issues in education are discussed in engaging ways through two features: The Opinion Page and SocialMedia. **The Opinion Page** feature presents real opinion editorials published in recent newspapers from across the country to explore today's dilemmas and controversies. You are asked to think about your own opinions and respond to prompts that require reflection and critical thinking. In each **SocialMedia** feature, a social media tool is presented through a teaching and learning lens to ignite your imagination and sense of innovation concerning possibilities for your own future classrooms.

The **art** and **service** of teaching are emphasized right alongside the **science** of teaching. Just as we know that effective teachers teach the *whole* child, we also know that teachers are most effective when they use their minds and hearts, as well as their gifts and talents, to interact with students in growth-promoting ways.

Each chapter begins with a **Dear Reader** letter that introduces in personal and engaging ways the topics to come. This book, built entirely on authentic classroom experience, will empower future teachers to *explore* content and classrooms, *reflect* on their learning, and *develop* an image of the teacher they aspire to be.

New to this Edition

REVEL: A New Interactive Format

One of the many enhancements in this new edition of *Your Introduction to Education: Explorations in Teaching* is the new format of the digital version, REVEL. Fully digital and highly engaging, REVEL can completely replace the print textbook and give you everything you need to efficiently master course concepts. This new version is an interactive learning environment that seamlessly blends this book's narrative, media, assessments, and grading, enabling you to read, practice, and study in one continuous experience. Informed by extensive research on how people read, think, and learn, REVEL is designed to measurably boost your understanding, retention, and preparedness.

The REVEL version of this fourth edition presents content in manageable pieces that makes it easier for you to locate, process, and remember key material. Videos and interactive exercises are interspersed regularly within the text to foster your active engagement with the content, helping you to remember it better—and more important—to use and apply it. The unique presentation of media as an intrinsic part of course content brings the hallmark features of Pearson's best-selling titles to life. The media interactives in REVEL have been designed to be completed quickly, and its videos are brief, so you remain focused and on task.

Dynamic content designed for the way today's students read, think, and learn brings concepts to life:

- Self-exploration inventories called **Where Do I Stand?** occur at the beginning of each major section of the book. These inventories activate your prior knowledge and opinions—a teaching strategy that promotes interest and effectively sets the stage for learning.
- Integrated within the narrative, **videos** empower you to engage with concepts and view a variety of teachers and classrooms that otherwise wouldn't be available to you at this stage in your education.
- Interactive **Application Exercises** are interspersed frequently and foster a more active role in learning. These take a variety of forms. At times, you will be presented with a video and an open-ended question that requires you to examine the video critically and respond using evidence from the video and your understanding of

chapter concepts. Feedback is provided for support. At other times, you will be asked to provide correct labels for an image. Other opportunities quiz you on your understanding of text concepts by asking you to align examples with their concepts in a table. At the end of every chapter the **Developing Professional Competence** exercises ask you to read a scenario, reflect on it, and respond to short-answer and multiple-choice items.

- **Check Your Understanding** quizzes, located at the end of each major section of text present you with opportunities to check your understanding of text concepts at regular intervals via a four-item multiple-choice quiz before moving on.
- A chapter-ending **Shared Writing** assignment allows all the students in your class to read and respond to the same prompt. You and your classmates have the opportunity to see each other's postings, creating a space for asynchronous discussion of the text.
- **Flash Cards**, also located at the end of each chapter, allow you to ensure your mastery of key terms.
- Detailed **Standards Mapping** document that shows how each REVEL activity aligns with the subcategories of the 10 InTASC Standards and the edTPA content addressing planning, instruction, and assessment.
- The REVEL **mobile app** lets you read, practice, and study—anywhere, anytime, on any device. Content is available both online and offline, and the app syncs automatically to work across all registered devices, giving you great flexibility to toggle between phone, tablet, and laptop as you move through your day. The app also lets you set assignment notifications to stay on top of all due dates.
- **Highlighting, note taking**, and a **glossary** let you read and study however you like. Educators can add notes for you, too, including reminders or study tips.

Superior assignability and tracking tools help educators make sure students are completing their reading and understanding core concepts:

- The **assignment calendar** allows educators to indicate precisely which readings must be completed on which dates. This clear, detailed schedule helps students stay on task by eliminating any ambiguity as to which material will be covered during each class. When they understand exactly what is expected of them, students are better motivated to keep up.
- The **performance dashboard** empowers educators to monitor class assignment completion as well as individual student achievement. Actionable information, such as points earned on quizzes and tests and time on task, helps educators intersect with their students in meaningful ways. For example, the trending column reveals whether students' grades are improving or declining,

helping educators to identify students who might need help to stay on track.

- **Blackboard Learn™ integration** provides institutions, instructors, and students easy access to their REVEL courses. With single sign-on, students can be ready to access an interactive blend of authors' narrative, media, and assessment on their first day. Flexible, on-demand grade synchronization capabilities allow educators to control exactly which REVEL grades should be transferred to the Blackboard Gradebook.

Important Content Changes in the New Edition

NUMEROUS NEW TABLES AND FIGURES DEPICTING THE SOCIETAL CONTEXT OF CHILDREN AND ADOLESCENTS

Future teachers envision realistic portrayals of dilemmas and life circumstances of the children and adolescents who will fill their classrooms.

INCREASED EMPHASIS ON BULLYING PREVENTION

Future teachers learn to recognize signs and symptoms of bullying in its many forms—including cyberbullying, along with productive ways to approach the bully, the bullied, and the bystander.

TABLES DETAILING LAWS AND THEIR IMPLICATIONS FOR TEACHERS

Future teachers need to have a basic understanding of how laws affect them, their students, and their profession. The tables help you comprehend implications of multiple case law rulings through commonsense explanations, written in easy-to-understand language.

COMMENTARY ON CURRENT ATTACKS ON PUBLIC EDUCATION

Because public education is just that—public—it will always be the topic of discussion, often disparagingly, of all who attended or didn't attend public schools. Some find public education to be the hope of the future and some blame much of what they view as wrong in our country on public schools. This pretty much describes everyone. Read and reflect on the commentary in Chapter 12 concerning what appears to be attacks on public teaching and learning.

COMPARING AND CONTRASTING U.S. PUBLIC SCHOOLS AND FINISH SCHOOLS

An examination of the context and practices of U.S. public schools and those of other countries helps us better understand possible reasons for international test score disparities, as well as innovations to improve teaching and learning in the 21st century. In recent years, U.S. educators searching for possible solutions to dilemmas have looked to Finland, an international leader when countries are compared. In a special section, public education in Finland is explored.

NEW VIDEOS This new edition includes some video segments from the previous edition, involving focus teachers and

students. There are also exciting new opportunities to vividly engage with additional real teachers and students as they tackle relevant and important issues and classroom practice:

- **Principal’s advice to new teachers:** A dynamic principal of a Title I middle school discusses the challenges and joys of working with teachers and students, and offers commonsense advice to new teachers.
- **Teacher’s view of being black in a classroom of primarily black students:** A relatively new teacher says being black allows him to serve as a positive role model for nonwhite students. His primary message, however, is that race doesn’t matter as much as forming close and caring relationships with all students.
- **Teacher’s philosophy of family involvement in students’ school experiences:** Although it’s natural for new teachers to be timid when it comes to inviting families to be partners in the education of their students, this teacher says the effort is worthwhile and pays big dividends in terms of student interest and success in school.
- **Unique approach to teaching acceptance of LGBTQ students:** A middle school language arts teacher uses young adolescent literature to help her students explore issues that affect LGBTQ students. She encourages acceptance of all people, regardless of differences.
- **Joys of teaching at-risk students:** A teacher discusses the joys of teaching the students who need him most. His obvious love of the children in his classroom inspires others to look for their special calling.
- **Variety of teaching strategies:** Engaging classroom strategies are exemplified through videos of a high school math teacher forming small groups to learn about angles, and a third-grade teacher using unique practices to address vocabulary acquisition.
- **Discussion of Bloom’s taxonomy:** A high school biology teacher explains how he works through the levels of Bloom’s taxonomy in lectures and labs.
- **Emphasis on reflection** A group of new teachers is led by their principal through an experience of watching videos of classroom teachers and then reflecting on what they see and how they might better respond to management issues.

This text will help you EXPLORE Teaching and Classrooms

Authentic Classrooms

The teachers and students you will meet and revisit throughout the text are *real* teachers and students who teach and learn in authentic classrooms. You’ll have many

specific opportunities to meet and get to know these important people. Look for the **Teaching in Focus** headings to alert you to opportunities to get acquainted.

Teaching in Focus

We visit classrooms of the teachers you come to know as they talk about specific topics that affect their classroom teaching in **Teaching in Focus** features throughout each chapter. Each of these features is accompanied by a picture of the teacher speaking to us in his or her own words. Watch the interviews, room tours, and lessons as you read about these outstanding teachers.

Where Do I Stand?

These five fascinating inventories ask you to think about concepts before reading more about them. Not only does this engage you in what’s to come but it also helps you personalize information you are asked to examine and reexamine as each chapter progresses.

This text will help you REFLECT On Your Evolving Understanding of Yourself as an Educator

POINT OF REFLECTION These features ask you to pause and think through what you’ve read and apply the ideas to your own notions of teaching and learning. You will find **Points of Reflection** throughout each chapter.

SHARED WRITING These experiences ask you to reflect on what you learn and then share your responses with others to expand your thinking and perspective.

THE OPINION PAGE This feature in each chapter explores issues in education through opinion editorials published in newspapers, asking you to consider the expressed opinions, the issues, and your own opinions, and then to respond to items related to **The Opinion Page** piece. The context is set by the chapter content, along with background information about the specific topic or issue involved.

DEVELOPING PROFESSIONAL COMPETENCE This end-of-chapter feature probes the issues of classroom teaching and helps prepare you for licensure exams by posing a case, again featuring the focus teachers you have come to know. Following the case are multiple-choice and essay questions that connect classroom issues with pertinent standards, providing an excellent study tool.

CHAPTER	EARLY CHILDHOOD	ELEMENTARY	MIDDLE SCHOOL	HIGH SCHOOL
Chapter 1: Teachers and the Teaching Profession	08: <i>Teaching in Focus</i> 09–11: Traditional Paths to Teacher Preparation	09–11: Traditional Paths to Teacher Preparation	24: <i>Teaching in Focus</i> 09–11: Traditional Paths to Teacher Preparation 11–14: Focus Teachers	04–05: Interest in Subject Matter 09–11: Traditional Paths to Teacher Preparation
Chapter 2: Student Similarities and Differences	39: Developmental Characteristics by Level 43–52: Language Diversity	33–34: <i>Focus Students</i> 39: Developmental Characteristics by Level	39: Developmental Characteristics by Level	34–35: <i>Teaching in Focus</i> 39: Developmental Characteristics by Level 43–52: Language Diversity 50: Bilingual Education 63–64: <i>Getting to Know Trista</i>
Chapter 3: School Similarities and Differences	87: <i>Focus School</i> 85–86: Structure and Organization	89 <i>Focus School</i> 88–90: Structure and Organization	90–91: Structure and Organization	93: <i>Focus School</i> 92: Structure and Organization
Chapter 4: Curriculum, Assessment, and Accountability	123: <i>Teaching in Focus</i> 121–123: Assessment of Dylan	115: <i>Teaching in Focus</i>		
Chapter 5: The Science, Art, and Service of Teaching	148: Instruction	155: <i>Teaching in Focus</i> 149: Instruction	150: Instruction	150–151: Instruction
Chapter 6: Creating and Maintaining a Positive and Productive Learning Environment	178–179: Routines 183–185: Extrinsic Incentives 190–196: Developing a Classroom Management Plan	179: Routines 183–185: Extrinsic Incentives 190–196: Developing a Classroom Management Plan	179–180: Routines 190–196: Developing a Classroom Management Plan	180–181: Routines 190–196: Developing a Classroom Management Plan
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Chapter 12: Professionalism in Relationships, Reality, and Reform	358: <i>Teaching in Focus</i>	364: <i>Teaching in Focus</i>	364: <i>Teaching in Focus</i> 380: <i>Teaching in Focus</i>	

DEVELOP GRADE LEVEL AND CONTENT UNDERSTANDING Throughout this text, your attention is drawn to the basic levels of early childhood, elementary, middle school, and high school. Regardless of the school grade configuration, student growth and learning generally move along a continuum that we address within these four broad levels.

We approach teaching and learning differently based largely on the developmental level of the students. A first-grade teacher in a primary school and a first-grade teacher in an elementary school both teach children in the phase of early childhood. Similarly, sixth-grade students in an elementary school and sixth-grade students in a middle school are all

young adolescents in the middle-level phase of development. The following table indicates where you can find grade-level specific information about a range of content in the text.

Ancillaries

The following supplements to the textbook are available for download. Visit www.pearsonhighered.com; enter the author, title, or ISBN; and then select this textbook, *Your Introduction to Education: Explorations in Teaching*, 4th edition. Click on the “Resources” button to view and download the supplements detailed below.

Online Instructor’s Manual with Test Items

An expanded and improved online Instructor’s Resource Manual (0-13-356337-5) includes numerous recommendations for presenting and extending text content. The manual consists of chapter overviews, focus questions, outlines, suggested teaching strategies, and Web resources that cover the essential concepts addressed in each chapter. You’ll also find a complete chapter-by-chapter bank of test items.

This new edition Instructors’ Manual also includes a detailed mapping of 162 text features to the subcategories of the 10 InTASC Standards and the edTPA content addressing planning, instruction, and assessment, all in one comprehensive table.

Digital Test Generator

The computerized test bank software, Test Gen (0-13-356339-1), allows instructors to create and customize exams for classroom testing and for other specialized delivery options, such as over a local area network or on the Web. A test bank typically contains a large set of test items, organized by chapter, and ready for your use in creating a test based on the associated textbook material. The tests can be downloaded in the following formats:

- **TestGen** Testbank file—PC
- **TestGen** Testbank file—MAC
- **TestGen** Testbank—**Blackboard 9**
- **TestGen** Testbank—**Blackboard CE/Vista (WebCT)**
- **Angel** Test Bank
- **D2L** Test Bank
- **Moodle** Test Bank
- **Sakai** Test Bank

Powerpoint Slides

These lecture slides (0-13-356335-9) highlight key concepts and summarize key content from each chapter of the text.

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