Preface

By learning you will teach; by teaching you will learn.

—Latin Proverb

K–12 Classroom Teaching: A Primer for New Professionals is a core text for elementary and secondary preservice teachers who are taking introduction to teaching courses, field experience courses, or general methods courses. It is also a quick but thorough core text for inservice teachers who are gaining certification at the same time they are beginning to teach. Instructors of specialized methods courses or foundations of education courses will find this primer a useful supplemental text.

K–12 Classroom Teaching presents research-based yet practical points of view that can provide meaning and direction behind new teachers’ actions related to a number of central educational issues. It uses clear, reader-friendly language to concisely explore key aspects of classroom teaching, including 21st-century teaching and learning, strategies for learning about students and their families, educational stances, planning and assessment, inclusive and responsive instruction, instructional models and strategies, classroom management and discipline, and professional growth. Chapters include a balance of up-to-date discussions of educational issues, research findings, and practical advice. The selection and presentation of topics is guided by a conceptual approach that emphasizes the active nature of learning to teach.

New to This Edition

The fifth edition of K–12 Classroom Teaching: A Primer for New Professionals responds to the dynamic conditions teachers face today. A number of updates enhance the text:

New features support readers in making meaning. New features include outcomes for each chapter—all aligned with major headings—and quick check items (with correct responses and explanations of those responses) for each chapter outcome. Also new is the Watch and Think feature, which includes links to videos and guiding questions, to explore and expand content in every chapter.

The research and literature base has been thoroughly updated, and hundreds of new citations have been added. Included are recent trends such as national demographic shifts, international and national assessment practices and results, Positive Behavior Interventions and Support, bullying, and issues surrounding GLBTQ students and students with GLBTQ families. Research on effective instruction (instruction that is associated with achievement; found throughout as in Chapters 1 and 6), instructional strategies and models (Chapter 7), discipline (Chapter 9), and classroom management (in Chapter 10) are additional examples of the updated research base. The focus on inclusive and responsive instruction—already clear in the fourth edition—has been sharpened and deepened for today’s educational context. Prevalent examples include treatment of student diversity including an exploration of deleterious practices such as segregation of schools and the differential experiences of students based on positionality such as race, ethnicity, special education status, and socioeconomic status (Chapter 3). Also in Chapter 3 is more extensive treatment of cultural competence and of teambuilding with students and families. Similarly, Chapter 4 includes treatment of strength-based approaches in contrast to deficit-based thinking. Other examples are found in
Chapter 9, which invites readers to link aspects of their own cultures to classroom management, and in Chapter 10, which explores the role that student factors play in some teachers’ expectations and disciplinary approaches. Chapter 7 includes instructional models that are responsive to today’s contexts. These include content conversations—or discussion—and Project Based Learning.

The nature and implications of a rapidly changing digital world are captured throughout this edition. For example Chapter 1 gives global trends about internet penetration and national trends about how we use our technologies. It also addresses some of the legal implications connected with teaching and learning with technology. Research on the effectiveness of varied digital teaching aids such as e-books and ubiquitous computing is found throughout the text, such as in Chapter 5. The text and tip boxes both include updated technologies such as emergent Web 2.0 tools and social media. Examples are found throughout the text, such as in Chapter 3’s Teaching for Tomorrow Tip: “Using the Web to Stay in Touch” and Chapter 4’s tip, “Increasing Accessibility Using Your Own Machine.” Promising directions in digital learning are addressed across the text, including Chapter 6’s treatment of computer gaming.

Finally, recent and pressing changes to standards-based instruction and assessment have been captured in this edition. Chapter 1 addresses the current status of No Child Left Behind and its effects. Chapter 5 shares information on the development of the common core state standards and the current status of implementation. Practical advice for incorporating the common core into planning and practice is found throughout. For example, given the common core emphasis on argumentation from text, Chapter 6 includes a section on “Connecting to Text,” along with an illustrative figure. Dispositions, or ways of thinking, which are central to 21st century demands such as the 4cs and the common core, are also addressed in this edition. One example is the tip in Chapter 5 that guides learners in developing their own list of dispositions: Define Your Habits of Mind.

Conceptual Approach

*K–12 Classroom Teaching: A Primer for New Professionals* is based on the premise that teaching is goal directed, interactional, and mindful of the local setting in its efforts to encourage learners’ growth. Two core convictions are that classroom teaching is complex and that today’s teachers face special difficulties given current demands and events at home and abroad. It takes the conceptual approach that in the face of these challenging conditions, teachers at their best are guided by:

- A commitment to understanding their particular students and placing students at the center of every decision.
- A clear sense of what they hope to accomplish.
- An understanding of the context and of what research shows to be effective.
- A set of professional knowledge and skills.
- A sense of ethics concerning what is right.
- A sense of responsibility to value and enhance the learning of every student.

Building these dispositions, commitments, and understandings is hard work, so this text approaches the process of learning to teach (and of learning in general) as an active, social one. Through its content and through its approach, the text encourages readers to reflect on past experience, to question assumptions, to consider multiple sources of information, and to commit to enacting well-defined notions of good practice that address learners’ diverse needs and honor the dignity of the human experience.

Organization of the Text

Chapters are arranged topically, and content of later chapters draws from the work the reader accomplishes in earlier chapters.

- In Chapter 1, the text begins with an exploration of the distinct character of classroom teaching. Chapter 1 explores this character through six propositions of teaching that lay a
foundation for the entire text through their content and their implications for each chapter’s presentation of information. These propositions include:

1. Teaching looks easy . . . from the outside.
2. Every teacher is part of a system.
3. Teaching is goal driven.
4. Teaching is more than telling.
5. There is agreement on what teachers need to know and be able to do.
6. Teachers can be effective and yet not just alike.

• Chapter 2 stresses the importance of understanding the philosophical bases found in educational practice and of developing one’s own stance toward education. Subsequent chapters ask readers to use their stance to guide their decisions related to the chapters’ content.
• Chapter 3 explores the growing range of strengths and needs exhibited by students in U.S. schools and urges new teachers to use knowledge of specific students and families as the starting point for their instructional decisions. It encourages readers to begin teambuilding with students and families immediately and to sustain their family-school partnerships as an effort central to student success.
• Chapter 4 argues that, because students are the basis of our decisions, instruction must be inclusive and responsive to the very wide range of student needs and interests we find in every classroom. The chapter explores approaches that can respond to issues such as gender, special educational needs, and English acquisition.
• Chapter 5 addresses instructional planning both in the long range and in the short term. It guides teachers in making decisions about resources and student groupings and presents a variety of unit planning approaches and standards-based lesson planning.
• Chapter 6 introduces six pieces of general advice for instruction using the mnemonic device COME IN: Connect, Organize, Model, Enrich, Interact, and consider Nature and Needs. The chapter argues that this advice can encourage rigorous learning through rich and purposeful instruction.
• Chapter 7 shares instructional models and strategies and discusses the strengths and potential drawbacks of models such as questioning, direct instruction, and inquiry.
• Chapter 8 explores principles of assessment and offers a variety of assessment strategies in keeping with those principles. It includes international and national perspectives and results of student assessments.
• Chapter 9 addresses classroom management. It focuses on the importance of productive relationships, structure, and proactive decision making.
• Chapter 10 focuses on classroom discipline and encouraging appropriate student behavior in ways that respect students, prevent misbehavior, and encourage self-control.
• Finally, Chapter 11 addresses issues of professional involvement and growth for new teachers.

Features of the Text

Readers and reviewers of earlier editions of K–12 Classroom Teaching commented positively on a variety of the text’s characteristics, and those have been retained in the fifth edition. They include the text’s condensed format, its readable style, its useful ideas, and its personal approach.

In keeping with the text’s active approach to learning, a number of special features can also be found throughout the text.

Warm-Up Exercises. Because past experience influences present learning, chapters begin with warm-up activities that help readers access their thinking related to major points about to be explored.

Chapter Outcomes. To support readers’ mastery of the content, each chapter begins with a list of outcomes that should guide work with the chapter.
Quick Assessment Checks®. Each chapter contains objective questions that allow readers to self-assess their mastery of chapter outcomes as they read.

Presentation of Information. Key concepts are presented in clear language. Figures are often used to present information in a succinct format.

Watch and Think®. Chapters all include a set of video links along with guiding questions. Interspersed throughout each chapter, the brief videos illustrate chapter content and extend thinking about current topics.

Teaching Tips. Plentiful practical classroom suggestions are placed in boxes throughout each of the chapters. Readers find three types of tips: generic teaching tips, inclusive and responsive teaching tips, and 21st-century teaching and learning tips.

Words from Teachers. The voices of previous readers, now teachers, offer advice and writing samples that are presented in many chapters. Examples include advice for building community, encouraging student participation, structuring a productive learning environment, and pursuing financial literacy.

Parting Words. Rather than concluding with a traditional summary, chapters conclude with some final words of advice related to the issues at hand.

Opportunities to Practice. Application exercises follow the content of each chapter. The exercises are meant to extend readers’ connections with the content in a variety of ways that directly relate to the world of the classroom.

Blank Forms. Opportunities to Practice exercises, along with many figures throughout the text, provide for structured practice and application of the chapters’ key ideas. Examples include blank observation guides, lesson plan forms, and assessment and management plans.

Extending the Learning: Sites and Search Terms. Chapters close with web sites related to the chapter’s content. Sites and search terms provide connections to professional organizations and instructionally related resources and materials. They provide ways for readers—new professionals—to join the grand conversation of education.

Supplements

An electronic instructor’s resource manual is available at www.pearsonhighered.com on the Instructor’s Resource Center without cost to instructors using K–12 Classroom Teaching: A Primer for New Professionals as part of their courses. The comprehensive instructor’s resource manual includes the following components:

Chapter overview and key outcomes. An at-a-glance preview of the chapter and a listing of some outcomes students should be able to demonstrate after reading the chapter.

Chapter outline and graphic organizer. Two different presentations of the chapter’s key points.

Sample class activities. Activities that can be used to access readers’ prior knowledge, connect the text’s main points to their lives and practice, and extend their practice.

Test bank items. Assessment tasks and traditional test items.

Acknowledgments

I am grateful to my colleagues at California State University, Fullerton, and the surrounding schools for their expertise and assistance in the development of this edition.

• Thanks to Kelly Donovan for developing graphic data displays, and thanks to Barbara Finnell for her assistance with reviewing the research and developing quick check assessment items.

*eText enhancements such as the Quick Assessment Checks and video clips are only available in the enhanced Pearson eText, and not other third-party eTexts (such as CourseSmart and Kindle). To learn more about the enhanced Pearson eText, go to www.pearsonhighered.com/etextbooks.
Thanks to colleagues who are current and former students—Anonymous, Philip Campos, Veronica Chiarini, Brittany Even, David Garcia, Robin Mackie, Rhonda Morgenstern, Dionne Sincire, and Dan Otter—for their willing contributions and insights into teaching and learning.

Thanks to Gail Luera at the University of Michigan, Dearborn for your review and feedback of the fourth edition.

Thanks, too, to family members:

- My mom, LuAnn Berthel, who whose patience and friendship I value beyond measure.
- My boys—husband and sons—for friendship, support, and all they teach me. Thanks, too, go to my sons for their contributions of art and for allowing me to tell stories.

Finally, thanks to my colleagues in the wider profession of education for their perspectives and for the wisdom that continues to shape the evolution of this text.

- I appreciate the leadership of Meredith Fossel in understanding the culture of US education today. Thanks go to Maria Feliberty, Susan Hannahs, and Cynthia DeRocco at Pearson for their humanity and personal touch and production expertise.
- Thanks are in order, too, to the production team at Lumina Datamatics Ltd. I appreciate Doug Bell and Murugesh Rajkumar Namasivayam, who were positive and supportive from start to finish.

Note: The pronouns she, he, her, and his are used variously throughout the text to represent either teacher or student.
Before You Begin Reading

Learning is an active process. Your current beliefs, motivations, and goals will shape what you learn as you interact with this text. Before you read, complete the following chart. What are your core convictions about teaching right now? For example, do you believe teachers make all the difference in learning? Next, record your goals as an educator. Why have you selected teaching? What do you hope to accomplish? Learning is a process not only of adding to our knowledge stores but of also modifying or discarding notions when necessary. Revise your work as you continue learning about your profession.

<table>
<thead>
<tr>
<th>WARM-UP EXERCISE FOR THE NATURE OF TEACHING</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>My Core Convictions about Teaching</strong></td>
</tr>
<tr>
<td>and Learning</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
Chapter 1

Children play school, spend many years as students in classrooms, and encounter countless media images of teachers. As a result, by the time we reach adulthood, it is tempting to believe that we know all there is to know about teaching. However, our earlier experiences with teaching may not provide accurate information that helps us to teach well. What is teaching? How is it different from other things people do? How does one teach well? The following six propositions help to distinguish teaching from other activities, combat common misconceptions about teaching, and guide us on the journey of learning to teach well.

1. Teaching looks easy . . . from the outside.
2. Every teacher is part of a system.
3. Teaching is goal driven.
4. Teaching is more than telling.
5. There is agreement on what teachers need to know and be able to do.
6. Teachers can be effective and yet not just alike.

Teaching Looks Easy . . . from the Outside

The prevailing perception is that teaching is simple (Good, 2014). The movies suggest that nearly anyone can teach, and earning a teaching credential somehow doesn’t sound as daunting as the sleepless nights of a medical school residency. Also, current accountability demands wrongly imply that improving schools and raising student achievement should be a straightforward matter (Berliner, 2013; Cochran-Smith, 2003; Good, 2014). In reality, the relationships among factors like teaching, learning, and testing are often very complicated (Labaree, 2000). Further, “Success at learning requires a combination of circumstances well beyond the actions of a teacher” (Fenstermacher & Richardson, 2005, p. 191). Not until we examine the myriad of factors that influence student learning, and not until we step in front of a classroom ourselves, might we realize how difficult teaching can be. Perhaps it is for this reason that some student teachers and interns become temporarily disillusioned when they begin their field experiences (Goldstein, 2005).

Teaching is difficult partly because classrooms are complex (Douglas, 2009; Doyle, 1986). First, teachers are required to serve in several roles. They need to serve as advocate (Kaplan, 2003), instructor, observer, evaluator, coach, activities director, supply master, tech support,
Second, the number and rapidity of events make classrooms complex. Many things happen at once, they happen quickly, and they tend to overlap (Good, 2014). Classroom teachers must make quick judgments without time to reflect or weigh the consequences of their actions. Third, although classrooms have common elements, every learning situation is different. Individual learners’ experiences and needs affect the nature of the class. Students start the year in different places academically and socially, have different interests and preferences, and go home to different circumstances. The physical, sociocultural, and historical setting of the class varies as well. Consequently, as teachers and their students spend time together, they build a shared and unique history. Perhaps you have noticed this yourself if you and your classmates have laughed at an inside joke, one that only the people in your particular class could appreciate.

A fourth way in which classrooms are complex is that, because people affect each other, the act of teaching is inherently uncertain (Helsing, 2007; Labaree, 2000). It is difficult for even an experienced teacher to predict with certainty how a class will respond to a lesson. Classrooms are also unpredictable because as teachers we may pursue goals that are unclear, our base of authority may be in question, and we are usually unsure of the outcomes of our efforts, especially long-range outcomes (Jackson, 1986). Although the desire to touch the future is a strong draw for many teachers (Eisner, 2006), we are often left uncertain about the effects of our efforts (Good, 2014). What happens to students after they leave us? What did they learn? Did they learn because of us or in spite of us? The Teaching Tip gives a quick strategy to discover what students learn from day to day.

Finally, teaching is complex because it reaches into time both before and after face-to-face interaction with students. It requires preparation, and it requires reflection and revision. As a result, many teachers feel like their work is never finished (Lindqvist & Nordänger, 2006). Because classrooms are complex, it takes years to master the craft of teaching (Berliner, 2004; Cuban, 2010). Both careful study and reflective experience are necessary.

Though public attention on teaching and on student performance is high, few people witness the day-to-day conditions under which teachers are expected to encourage learning and to manage the complexity of the classroom. Further, classroom complexity is compounded because classrooms exist as part of a larger system.

Every Teacher Is Part of a System

No teacher is an island. Closing the classroom door does not seal away outside influences. Instead, a teacher serves at the center of a set of nested circles of influence, as shown in Figure 1.1. Imagine an archery target. You, the teacher, are in the bull’s-eye, and the outermost ring contains society in the broadest sense. What happens in your society and in the world affects your classroom daily. Let’s explore a couple of societal expectations and influences that affect teachers and students—the demands of the where and the when of teaching and learning today.

Teachers and the Law

As a teacher, you are expected to act in ways that are consistent with the rules and goals of the place you live: your society. In addition to the rules that guide our actions as citizens, laws govern many aspects of your behavior and professional practice as a teacher. Many laws affecting
teachers are summarized in Figure 1.2. In our increasingly digital world, it is important to note that legal principles that hold true in face-to-face settings also hold true for many online issues. Examples include freedom of speech and restrictions upon it, adequate supervision, and due process (Conn, 2002).

A sweeping example of legislative action on classroom practice is the federal No Child Left Behind (NCLB) Act of 2001. A reauthorization of the Elementary and Secondary Education Act, NCLB was motivated by persistent disparities in student achievement—achievement gaps—between the performance of U.S. students overall and subgroups of the population such as minority students, students with disabilities, and students whose families face poverty. The act sought to improve student achievement and increase school accountability for that achievement. Its major requirements include:

- Development by all states of student content standards
- Annual assessment of students in grades 3 through 8 (and once in high school) to determine proficiency in mathematics and reading in line with content standards
- Measurement of all school districts for adequate yearly progress (AYP) and continuous improvement based on this AYP benchmark
- Meeting of AYP for each of nine student subgroups (based on factors such as ethnicity, physical disability, and poverty)
- Requirement for all schools to have highly qualified teachers

NCLB has changed our classrooms dramatically, and its effects are hotly debated. Some benefits include (Center on Education Policy, 2006):

- Concerted efforts to align content standards (goals), instruction, and assessment
- Better use of student assessment data to plan instruction and meet student needs
- Increased student achievement on state tests, including the achievement for students with disabilities (Aarons, 2009) and increased transparency for the progress of students placed at risk (Duncan, 2013).
Figure 1.2 Teachers and the law.

1. Public schools must not promote worship. Schools may teach about religion if the intent is not to worship. If a public school allows some groups to meet there, it must provide equal access and allow religious-based groups (such as religious clubs) to meet there as well. The groups cannot be school sponsored (Alexander & Alexander, 2005). Students cannot be required to salute the flag if their religious convictions or matters of conscience (in some states) prohibit it (Fischer, Schimmel, & Kelly, 1999).

2. Academic freedom has limits. Education is a marketplace of ideas (Alexander & Alexander, 2005). Teachers are permitted to address controversial topics and use controversial methods if they are educationally defensible, appropriate for the students, and are not disruptive. School boards have authority to set curriculum and methods.

3. Teachers' private activities must not impair their teaching effectiveness. Although teachers hold the same rights as other citizens, their conduct is held to a higher standard. When teachers' private lives weaken their classroom effectiveness, it is possible that they may be dismissed. Sexual relationships with students are cause for dismissal (Fischer et al., 1999).

4. Students have rights to due process. Teachers' and schools' rules and procedures must be fair and reasonable, and justice must be administered even-handedly. Due process is important for such issues as search and seizure, suspension, and expulsion (McCarthy, Cambron-McCabe, & Thomas, 1998). Families of students with disabilities have additional due process procedures related to special education services (Fischer et al., 1999).

5. Teachers must not use academic penalties to punish behavior. Students' academic grades cannot be lowered as a result of disciplinary infractions. Students must be allowed to make up work that accumulates during suspensions or other disciplinary periods (McCarthy et al., 1998).

6. Corporal punishment must not be misused. Fewer than half the states allow corporal—or physical—punishment (Underwood & Webb, 2006). In states where it is allowed, corporal punishment must be delivered while the teacher is not in a state of anger, it must fit the crime and the student's age and condition, and it must not lead to permanent injury or run the risk of such (McCarthy et al., 1998). Disciplinary actions that serve to humiliate a child may be illegal too.

7. Teachers must protect children's safety. Teachers must act in place of the parents (Alexander & Alexander, 2005), providing prudent, reasonable supervision to protect children from harm. They can be held negligent if they do not do so. Teachers and schools can protect children's safety by establishing and enforcing rules pertaining to safety and by providing prudent, reasonable care in their supervision (Fischer et al., 1999).

8. Teachers must not slander or libel their students. Teachers must say and write only things about students that they know objectively to be true. Even confidential files must not contain statements that demean a student's character, background, or home life. Statements should be based on relevant observable behavior (Fischer et al., 1999). Teachers must share information only with personnel who have a right to such information.

9. Teachers must copy instructional materials in accordance with copyright laws. The reproduction without the author's permission of copyrighted instructional materials, including print sources, visual images, videos, and computer software, is restricted to conditions of fair use. Conn (2002) states that "fair use" is determined based on the totality of four factors: brevity, spontaneity, limited in cumulative effect, and inclusion of copyright notice. Teachers may not make copies to replace collected works, nor may they make copies of consumable materials. Teachers should consider materials found on the World Wide Web to be copyright protected, unless the materials state that they are public domain.

10. Teachers must report suspected child abuse. All states require teachers to report suspected physical or sexual abuse, and no state requires certainty, only reasonable cause to believe that abuse is present (Fischer et al., 1999). If the state requires teachers to report suspected abuse to an agency, then a teacher's report to a principal or district does not satisfy the agency requirement; the teacher must also report to the agency (Underwood & Webb, 2006).

11. Teachers need to know the law. Ignorance is no excuse.

12. Teachers should be aware of emerging legal issues. One is educational malpractice, which can be either instructional (wherein students fail to learn) or professional (wherein school personnel misdiagnose, provide improper placements, or misadvise students) (Underwood & Webb, 2006). Placement negligence, where students receive inappropriate placement in instructional programs such as those pertaining to special education (McCarthy, et al., 2014).

Sources: Alexander & Alexander (2005); Conn (2002); Fischer, Schimmel, & Kelly (1999); McCarthy, Cambron-McCabe, & Thomas (2014); McDaniel (1979); Schimmel, Stellman, & Fischer (2010); and Underwood & Webb (2006).
Chapter 1

A growing number of analyses (e.g., Berliner, 2013; National Research Council, 2011), however, do not support a lessening of achievement differences. The National Assessment of Education Progress, or NAEP, assesses student progress across the fifty states. Study scores by searching “NAEP” at the Nation’s Report Card site and viewing the long-term trend data. There you will see, for instance, that mathematics scores for 17-year-olds have varied by only three points between 1992 and 2012 (National Assessment Education Progress, 2012). And nearly one half of the nation’s schools failed to make adequate yearly progress (AYP) in 2010–2011 (Center on Educational Policy, 2012). Critics of NCLB condemn its assumptions (Rose, 2004), and many point to deleterious practices and effects associated with NCLB such as the following:

- The narrowing of the school curriculum—namely, to reading/language arts and mathematics (Berliner, 2009; Beveridge, 2010).
- A restriction of recess time, despite its cognitive, social, and health benefits (Pellegrini & Bohn, 2005).
- A lack of attention to students whose performance is perceived as less crucial for attaining targeted percentages of students deemed proficient. Such groups may include high-achieving students (Fordham Institute, 2008) and students whose performance is so low that they are unlikely to meet proficiency requirements even with academic interventions (Booher-Jennings, 2006).
- “Gaming” practices wherein personnel focus on meeting achievement targets rather than on fostering student learning (Booher-Jennings, 2006; Rose, 2004).
- Lower teacher morale (Roller, n.d.), particularly in schools deemed high poverty (Byrd-Blake, Afolayan, Hunt, Fabunni, Pryor, & Leander, 2010).

In fact, some researchers now conclude that incentive programs based on high-stakes testing, like NCLB, are failed policy (Berliner, 2013; National Research Council, 2011). In 2011, the Obama administration provided relief to certain accountability provisions of the NCLB Act in order to reenergize districts aiming to improve schools at the local level, through adoption of innovations such as college- and career-ready standards (U.S. Department of Education, 2011). Forty-five states and entities requested waivers (U.S. Department of Education, 2013). Through NCLB and other laws and expectations, society influences classrooms deeply.

Teaching and Learning in the 21st Century

The **when** of teaching—the historical context—also shapes classrooms. Events change us. Imagine for a moment how different life is for Americans since the horrific events of September 11, 2001, or of the school-based acts of violence such as the appalling 2012 shootings at Sandy Hook Elementary School. Though rare, these events have shaped policies and procedures in schools, and they have affected the outlooks of many students and their families. We are a different people now.

Trends, too, matter. Our century—the 21st century—is one of globalization, regional economies, and connectivity. We have shifted from an industry-based society to an information-based one. Some telling examples of technology usage include such bits as:

- Thirty-four percent of the world’s population has access to the Internet. That’s a 566 percent increase from 2010 to 2012 (Miniwatts Marketing Group, 2014).
- Africa has the most dramatic recent increase in Internet penetration: a 3,607 percent growth between 2010 and 2012. That means that nearly 16 percent of Africans are online. Second in growth in Internet penetration is the Middle East; 40 percent of people in the Middle East had the Internet as of 2012 (Miniwatts Marketing Group, 2014).
- Americans’ use of social networking services, such as Twitter, has doubled in recent years (to 69 percent of the Internet crowd), and there is a sharp increase of social networking for political or social purposes (Smith, 2013).

Indeed, we live technology-soaked lives. More than three-quarters of people in the United States have access to the Internet at home (Miwatts Marketing Group, 2014; U.S. Census Bureau, 2010). According to a Pew survey, three-quarters of our teens have cell phones, and one-quarter of them own smartphones (Lenhart, 2012). Teens use those phones to send an average of sixty text messages per day. Not to be outdone, the average preschooler spends approximately...
fifty minutes on a home computer each day (Vandewater, Rideout, Wartella, Huang, Lee, & Shim, 2007). Today’s students are thus often considered digital natives (Prensky 2001, 2005–2006) who have grown up wired.

The influence of technology in our society is indeed fierce and pervasive, and some foresee that the rate of change fueled by technology will continue to increase and result in an unpredictable future. Such a future requires that our students possess a broad range of flexible skills. For example, a national organization, the Partnership for 21st Century Skills (2009, p. 5) states, “People in the 21st century live in a technology and media-suffused environment, marked by various characteristics, including: 1) access to an abundance of information, 2) rapid changes in technology tools, and 3) the ability to collaborate and make individual contributions on an unprecedented scale. To be effective in the 21st century, citizens and workers must be able to exhibit a range of functional and critical thinking skills related to information, media and technology.” See the Teaching for Tomorrow Tip for more on 21st-century outcomes.

Do schools have the technology tools to meet 21st-century challenges? Basic components seem to be in place. According to the National Center for Education Statistics (2010a), in 2009 virtually all public schools had computers with Internet access in their classrooms, and the ratio of students to computers was 3.1 to 1. Current concerns now focus on the availability of high-speed broadband and wireless Internet connections and on the mobile devices that can make use of these connections (Cohen & Livingston, 2013). Further, students who attend the lowest-income schools continue to be less likely to have appropriate access to digital tools and the Internet, according to a survey of their teachers (Purcell, Heaps, Buchanan, & Friedrich, 2013).

One-to-one computing programs, where every student uses a laptop computer or tablet regularly, show potential for many positive outcomes (Holcomb, 2009). Some critics do, though, remain skeptical about expenses and effects of 1:1 computing (Cuban, 2006). Students are increasingly drawn to online instruction, which offers flexible scheduling and connects them with learners from all over the world. In 2013, twenty-seven states had virtual schools for K–12 students, and one state (Florida) offered online learning opportunities to all of its students (Watson, Murin, Vashaw, Gemin, & Rapp, 2013). Clearly, the 21st century and its ubiquitous technology affect who we teach, what we teach, and how we teach today, with more change in sight.

### TEACHING FOR TOMORROW TIP

#### 21st-Century Learning Outcomes

Some organizations have specified standards for 21st-century learners. For one set, search for the Partnership for 21st Century Learning and read their ideas about essential skills for the 21st century. Familiarize yourself with the framework, exploring the four major student outcomes (Partnership for 21st Century Skills, 2009):

1. Core subjects (such as mathematics) and 21st-century themes (such as global awareness and health literacy)
2. Learning and innovation skills
3. Information, media, and technology skills
4. Life and career skills

After the release of the Partnership for 21st Century Learning’s framework, core ideas were distilled to outcomes that best embody 21st-century learning. The result is the four c’s: critical thinking, communication, creativity, and collaboration (National Education Association, n.d.) Visit NEA’s site to download their guide for implementing the four c’s. Which “c’s” would you add to the list? Some suggest “curiosity” or “compassion.”

According to the American Association of School Librarians’ (2007, p. 3) Standards for the 21st Century Learner, “Learners use skills, resources, and tools to:

1. Inquire, think critically, and gain knowledge.
2. Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.
3. Share knowledge and participate ethically and productively as members of our democratic society.
4. Pursue personal and aesthetic growth.”

Visit these standards at the Association’s Web site.
Chapter 1

Local Influences on Teaching Today

By moving toward the center of the target in Figure 1.1, you travel through rings that represent increasingly local and specific settings. The settings found in these rings often have narrower and more explicitly defined purposes and expectations. For example, states—or state collaboratives in the case of the Common Core State Standards and the Next Generation Science Standards—develop content standards across the curriculum, and these standards influence state and local textbook adoptions, professional development activities for teachers, and learning opportunities for students. Community conditions, traditions, and events provide more local influences.

People, too, offer a variety of local influences. One integral group of people is the family. Effective teachers respond to the values and dreams of the families they serve and make use of the resources offered by families and their communities (Farmer-Hinton, Lewis, Patton, & Rivers, 2013; Gonzalez, Andrade, Civil, & Moll, 2001; Gonzalez, Moll, & Amanti, 2005). In fact, research consistently links effective family involvement programs with increased student achievement and other positive outcomes (e.g., Jeynes, 2005; Sheldon & Epstein, 2005). Others who affect new teachers include their colleagues, administrators, and the experienced educators—mentors—who supervise their growth and represent the interests and values of the profession.

Circles of Influence: Opportunities and Challenges

The relationships among circles of influence (Figure 1.1) are dynamic and often riddled with tension and dilemma. Throughout history, the interactions among rings have frequently been emotionally, culturally, and politically charged. Which influences should receive priority? How do we as teachers manage demands and priorities from different sources and levels, especially when they compete? What are the opportunities and constraints offered by the many sources of influence? Questions such as these require us to consider—and reconsider—carefully the role of schooling in our society.

Sources of influence in the various rings offer many opportunities: The United States is a wealthy nation and has an estimated literacy rate of 99 percent (Central Intelligence Agency, 2013). We are leaders in fields such as technology and medical innovations. These are potentially positive sources of influence. However, sources of influence also offer constraints. Although the United States is a wealthy nation, we find huge disparities in wealth—some say the largest disparities in the Western world (Wilkinson & Pickett, 2010)—and opportunities to learn (Reardon, 2011). Berliner (2006) indicates that students who face poverty face more severe health issues, lower academic achievement, and diminished life chances. Kozol’s work (1991, 2000, 2005) documents the experiences of students who experience institutionalized racism in unsafe and understocked urban schools. Students in many urban and less affluent suburban schools, Kozol reports, can expect funding rates half those of nearby affluent schools. Less than fully qualified teachers still disproportionately inhabit high-poverty, high-minority schools (Akiba, LeTendre, & Scribner, 2010; National Comprehensive Center for Teacher Quality, 2009). Students from low-income families continue to have diminished opportunities to learn (Camburn & Han, 2011); and reports (e.g., Fordham Foundation, 2006) suggest that current reform efforts have done little to raise achievement for the students who need us most. Paige and Witty (2010), in that vein, argue that the black-white achievement gap is the greatest civil rights issue of our time.

As another example of disparity, despite the prevalence of technology in our society at large, some of our students view each other across a digital divide. In the first decade of the 21st century, white students were more likely to use the Internet at home than were African-Americans or Latinos, and families with higher incomes and educational attainments were also more likely to use technology (U.S. Census Bureau, 2009). Latino immigrants were the least likely to have computer access (Fairlie, London, Rosner, & Pastor, 2006). Recent research indicates that digital disparities are shrinking, but these gaps still exist (e.g., File, 2013). Digital disparities are found in public schools as well. For example, a Florida study shows that students who attend low-socioeconomic schools have significantly less access to digital resources in every regard (Hohlfeld, Ritzhaupt, Barron, & Kemker, 2008). A recent survey of teachers indicates that U.S. students of low-income families continue to have less access to fast Internet and digital tools at school (Purcell, Heaps, Buchanan, & Friedrich, 2013). In sum, even though the United States is a rich country, patterns of inequity exist, and those patterns affect what happens in classrooms and in the lives of our students—in and out of school.
It may appear that the general direction of influence for the rings or sources of influence is inward: Each of the concentric layers present daunting circumstances as well as opportunities that press teachers to act in certain ways and to accomplish certain ends. Fortunately, the schools and the people who work within them can push back. They can act to lessen inequities in order to improve life and learning. For instance, in a set of schools studied by Reeves (2003), 90 percent or more of the students are from ethnic minorities, 90 percent or more are eligible for free or reduced lunch, and 90 percent or more achieve high academic standards. Clearly poverty need not be linked to low academic achievement; committed, caring, ardent individuals make a measurable difference daily. In the case of the digital divide, schools often also serve as an equalizing factor by providing access to technology that may not be available in students’ homes (DeBell & Chapman, 2006).

Our students themselves also offer huge potential for shaping life within the classroom. A large body of literature on democratic classrooms and education for democratic purposes urges us to mold classrooms that reflect each student as a caring, autonomous member of the class and society (e.g., Banks, 2009; Education Commission of the States, 2000; Morrison, 2008; Rush, 2006; Van Meeteren, 2013). In democratic classrooms, students learn to care for each other and participate in decision making as they take responsibility for their behavior and learning. Democratic practices are especially important in diverse classrooms because they equalize status differences that may arise given student differences. See Inclusive and Responsive Teaching Tip for some ideas for encouraging democratic processes.

Students’ influence can extend beyond the classroom walls. As students examine local conditions, challenge existing practices, and participate in social action or service learning projects (e.g., Allen, 2003; Darling-Hammond, French, & Garcia-Lopez, 2002), they shape their communities and their world. Search the Internet for opportunities for your students to get involved in their world. Examples include The World We Want Foundation and the National Service-Learning Clearinghouse. Or start with a search of your own community: What local issue might your students tackle?

In sum, as a teacher you are expected to teach not only toward your own ideals and aims but also toward the goals of the nested groups—rings on the target—to which you belong. A major theme of this text is that your teaching must start with the students; you must be inclusive of and responsive to your students and their families. You also have the responsibility to consider your outward influences as well. No doubt you will have opportunities to witness and manage tensions that result from the competing goals found in different rings. Part of
your job will be to negotiate at least temporary solutions for the dilemmas found in competing goals. Take a few minutes to consider the goals and expectations of the circles of influence that envelop you. What influence do you hope to have in each of the rings? Try jotting your notes on Figure 1.1.

### Teaching Is Goal Driven

Why are you here? Look back at your chart from the beginning of this chapter. Many teachers select education as a profession because of the desire to help “light the candle” or watch the “lightbulbs click on” as they help students learn. Others hope to help students realize the power of an education to improve life. If so, you are not alone; teaching is driven by the goal of student improvement. Students should come to know more, to know more deeply, or to have enhanced skills, abilities, or attitudes because of their time with you. Although certainly teachers are affected by their learners, and effective teachers all continue to grow over time, instructor improvement is not the universal goal of teaching. The goal of teaching is change for the learner. What changes are expected? Who creates the change? Which methods are used? The answers to these questions vary, but always we expect that learners will leave the setting different from when they entered it. Teachers strive for positive differences in learners’ lives.

Teaching becomes complicated by the fact that teachers usually pursue many—and sometimes conflicting—goals. For instance, although a teacher may strive to help learners become more independent, she also needs to encourage order, and she may do so by praising conformity (“I like the way that Sung is sitting so nicely!”). Learners also pursue their own agendas (Labaree, 2000). Here’s an example of a student agenda from my son Alex. When his first-grade teacher stepped into the hall for a brief conversation, Alex immediately seized the moment and leapt onto his chair. Fists and face raised to the sky, he screamed, “Let’s party!” In the face of many—sometimes competing-agendas, effective teachers are driven by the urgent goal of fostering change for the learners.

Do teachers in fact make a difference for learners? Research indicates that enhanced teacher preparation is associated with improved student learning (e.g., Darling-Hammond, 2000; Laczkó-Kerr & Berliner, 2002, 2003), and research reported by Berliner (2004) finds that expert teachers have greater student achievement gains. Further, reviews of the research

---

### Inclusive and Responsive Teaching Tip

**Democratic Classroom Practices**

Democratic classrooms work toward three themes: liberty and freedom, justice and fairness, and equity and equal participation (Pryor, 2004). Try some of these ideas to build democratic classrooms:

- Ask students what they want from school. You may hear, as did Stansbury (2011), that students value choice, mentorship, innovative instruction, interactive technology, and opportunities to apply their learning. Look for opportunities to build students’ priorities into your room.
- Increase student responsibility for organizing and running the classroom.
- Teach through discussion and help students take critical perspectives of existing practices (Petrone & Gibney, 2005).
- Have students help make the rules for classroom behavior via collaborative rule making (Effrat & Schimmel, 2003).

- Hold an appreciation circle. Instruct students in how to express appreciation to a peer who recently did something that was helpful or noteworthy. Teach students, also, to receive compliments. Pass an item from speaker to listener. (I recently used a foam rock, and students started their appreciations with, “You rock because . . .”) Caution: Set up your circles to ensure that every person receives an appreciation within one or two sessions.
- Use learning contracts or other self-selected learning plans to encourage students to direct their own study. Provide support along the way.
- Allow students to conduct self-critiques of their work and resubmit after revision.
- Use learning activities where the expertise of every class member is necessary, regardless of students’ status. For instance, you may give each member of a small group just one bit of information. Each group member must rely on the others’ information to accomplish the goal.

---

*Watch and Think 1.1*

Josh Anderson, 2011
Teacher of the Year, shares his goals in this brief clip. He has a strong sense of his answer to the question, “Why teach?” How might this strong drive influence his daily professional decisions?
The Nature of Teaching

(e.g., Bumgardner, 2010; U.S. Department of Education, 2003) present compelling evidence that individual teachers can, indeed, have a powerful effect on student learning. In a first-grade study, the teacher was five times more predictive of students’ mathematics achievement than was family socioeconomic status (Croninger, Rice, Rathbun, & Nishio, 2007). In sum, research over the past decades resoundingly concludes that, of the in-school factors that influence achievement, the teacher is the most important (e.g., Camburn & Han, 2011; Hattie, 2002) and that teacher effects persist over time (Konstantopoulos, 2011; Konstantopoulos, & Chung, 2011). Although researchers like Hattie (2009) and Good (2014) caution us that not every teacher makes an equally positive difference every year with each student, the research linking teaching and learning points clearly to the potential power of teachers at their best.

Teaching is goal driven: Effective teachers set high expectations for students and then warmly demand that students meet those expectations (Goodwin & Hubbell, 2013; Kleinfeld, 1975). Warmly demanding build authentic relationships with their diverse students, insist that they achieve, and give them the support necessary to do so (Bondy & Ross, 2008; Irvine & Fraser, 1998; Ross, Bondy, Gallingane, & Hambacher, 2008). Overall, you—the teacher—can be the single most influential in-school contributor to student learning.

Teaching Is More than Telling

Part of the perception that teaching is easy stems from the mistaken notion that teaching and telling are the same thing: If a teacher says it, students will know it. Hear, if you will, that common though misguided teacher lament: “Come on, class! We went over this!” Certainly a good lecture can be a powerful learning tool, but knowledge does not travel directly from the mouth of the teacher to the mind of the learner. Knowledge is constructed as learners filter and operate on new information using their own perspectives and experiences. Teachers need to help students connect new information to the known and to their own lives. Factors such as teachers’ experience and expectations affect student learning, and so do many factors such as students’ culture, physical characteristics, preferences, and prior experiences.

Because classrooms are interactive and dynamic, “teaching as telling” does not capitalize on the learners’ goals or on the power of their experiences. It also does not draw directly from current theories on how children learn. Figure 1.3 summarizes current views on how people learn. One trend that emerges from these views on how people learn is that learning seems not to be a simple matter of reception. Instead, it appears to be about active engagement, about questioning, and about facing misunderstandings and building better understandings by organizing information in meaningful ways (Bransford, 2000; Gagnon & Collay, 2001; Marlowe & Page, 1998; National Research Council, 2000). Thus, teaching is more than telling because it necessarily includes ensuring that students get feedback on their learning efforts. Teaching as purely telling also short-circuits learning by ignoring the large variety of strategies that teachers can use to help encourage growth. Skilled teachers have rich repertoires of instructional strategies. For example, research identifies teaching practices such as problem-based learning as supporting student achievement (Hattie, 2009). Teachers can also foster learning by encouraging students to learn via texts, by themselves via experiences, and from each other through discussion and inquiry (Finkel, 2000).

Teaching is more than telling, too, because it involves listening (Mosher, 2001; Schultz, 2003). When people learn, they try to figure things out, to make sense of new information. One effective way to help learners understand things is to listen to their musings and questions. Listening is an important strategy that teachers can employ to slow down the presentation of new information, to give learners an opportunity to sort things out, and to help learners discover what they think. Also, because teaching is interactional, listening is an informal assessment strategy; it gives us information about the learners’ reasoning that can be used to guide our instructional decisions. Finally, listening to students’ perspectives can help us to improve instruction (Bill & Melinda Gates Foundation, 2010; NEA Foundation, 2013). The Teaching Tip gives suggestions to help you—and your students—practice active listening. The fact that teaching is more than telling is reflected in the agreement on what teachers need to know and be able to do.
Figure 1.3  Influential views on how people learn.

Behaviorist Approaches
- Hold that learning occurs continuously and can be intentional or unintentional.
- Focus on observable behaviors and shaping them through rewards and punishments, or consequences.
- Reinforcers include grades, praise, and tangible items. Punishment can take the form of time-outs, detentions, and names on the board for misbehavior.
- Theorists include Skinner (1971), and, more recently, Bandura.

Information Processing Approaches
- Focus on how information is selectively perceived, stored in memory, and retrieved.
- liken the brain to a computer, a system with limited capacity that processes information according to logic and rules. Information is received through the senses and then is perceived by the mind. It enters short-term memory either from the process of sensation or from long-term memory. Concepts are stored through schemata (systems of linked concepts).
- Teachers should be systematic in their instruction to enhance learning. Some important activities are gaining students' attention, accessing background knowledge, focusing on organization of ideas, providing feedback, and supplying meaningful practice.
- Theorists include Gagne (1985) and Miller (Miller, 1956; Miller, Galanter, & Pribam, 1960).

Constructivist Approaches
- Focus on processes by which students build knowledge rather than receive it.
- Hold that we continually check new information against our mental rules in order to internalize and act on information.
- Purport that learning is social, and “disequilibration,” or cognitively unsettling experiences, cause learners to reorganize cognition at higher levels.
- Students should confront their current thinking by actively testing and refining their ideas. Heterogeneous groups provide opportunities for students to challenge and support each other's thinking.
- Theorists and researchers include Bruner (1986), Driver (1989a, 1989b), Piaget (1952), and Vygotsky (1978).

Multiple Intelligence Theory
- Challenges the notion that intelligence is a single construct and suggests instead that people can be smart in many different ways.
- Holds that intelligences are many and currently include (1) logical or mathematical, (2) linguistic, (3) musical, (4) spatial, (5) bodily or kinesthetic, (6) interpersonal, (7) intrapersonal, and (8) naturalist intelligences.
- Urges schools and teachers to broaden the kinds of experiences offered to children.
- Practitioners find the theory powerful for questioning the assumption that a certain level of performance in one area is necessarily associated with a similar level of performance in another area.

Brain-Based Research
- Draws from neuroscience and suggests that the brain functions holistically, processing many kinds of information (such as emotions and facts) at once.
- Holds that the search for meaning and pattern making is innate.
- School experiences should be directly guided by how the brain functions by providing numerous complex and concrete experiences that are rich in sensory stimulation and embedded within human contexts.
- Some writers (Bruer, 1997), including proponents (Jensen, 2000), caution against making large inferential leaps to classroom contexts. Although research is increasing in both basic studies of the brain and of classroom applications, we are encouraged to be cautious in our interpretations. Many are hopeful about the future of brain-based classroom practices (e.g., Varma, McCandliss, & Schwartz, 2008).
- Popular proponents include Caine and Caine (1994; Caine, Caine, McClintic & Klimek, 2008) and Jensen (2005; 2012).
There is Agreement on What Teachers Need to Know and Be Able to Do

Despite the perception that most people who have attended school understand teaching, and although some individuals may appear to be “born teachers,” there is a body of knowledge, attitudes, and skills that teachers can acquire. National and state panels codify the domains that teachers consider in their work. One of the most influential boards that has considered what it means to be an excellent teacher is the National Board for Professional Teaching Standards (search “NBPTS”). The NBPTS sets forth five propositions of effective practice, and these domains are assessed as experienced teachers pursue National Board certification. Domains of competence are assessed also for prospective and beginning teachers. Danielson’s (1996) framework for teaching, for instance, explores domains of practice for new teachers and forms the basis for the content assessed by the Praxis examination Educational Testing Service (ETS). Many states also publish their own standards for the teaching profession. Figure 1.4 synthesizes general conclusions about excellent teaching, drawn from the National Board for Professional Teaching Standards (2002), the Praxis domains (Educational Testing Service, 2002), and various state standards for teaching.

TEACHING TIP  Active Listening

Try some of these ways to encourage active listening in your classroom—for you and the students.

• Use and teach listening behaviors such as SLANT: Sit up, Lean forward, Ask questions, Nod, Track the speaker.
• Use and teach active listening strategies such as paraphrasing: “So what I hear you saying is . . .”
• Wait a bit—at least three seconds—after asking a question, and again before responding. Teach students to do the same.
• Call on multiple students to comment on any one question. Require students to link their comments to the previous student’s comments.
• Have students toss a ball made of something soft to each other as they comment. Only the person holding the ball speaks.
• If a student’s comments go unheard, don’t repeat the student’s comments for those who were not listening. Instead say, “I know your peers want to hear that. Wait just a second until . . . Okay, try again.”
Figure 1.4 Domains of teacher expertise.

Subject-Matter Knowledge
• Understanding human learning and the many factors (e.g., culture and context) that affect it
• Holding rich, organized understanding of the content and how it is used
• Using specialized knowledge to help students build accurate and deep understandings of the content

Planning
• Assessing and using students’ background knowledge and incorporating it into instruction
• Setting and communicating clear learning goals
• Creating and selecting learning experiences appropriate for students and goals
• Creating and selecting a rich variety of resources to enrich learning

Instruction
• Committing to students and their ability to learn
• Providing instruction aligned with communicated goals
• Building connections with previous learning
• Making content understandable for all students
• Teaching for meaning, critical thinking, problem solving, and creative thinking
• Monitoring student responses and adjusting instruction

Assessment
• Creating or selecting assessment strategies consistent with learning goals and student needs
• Measuring learning for groups and individuals
• Using multiple measures to assess growth

Classroom Management and Discipline
• Creating safe climates that promote fairness, autonomy, and respect
• Setting norms for social interaction
• Establishing and maintaining standards of student behavior
• Using routines, procedures, and time effectively

Professional Growth
• Modeling traits of an educated person
• Reflecting on goals and practice
• Building professional relationships
• Working with families, communities, and the profession

In general, effective teachers
• Create productive and humane learning environments.
• Understand their subject matter, human development, diversity, and learning.
• Use their knowledge to plan meaningful instruction.
• Teach in ways that help students learn deeply.
• Assess students’ growth carefully and use results to modify their instruction.
• Engage in their profession by working with families, communities, and other educators to reflect on and improve teaching and learning.

Large bodies of research examine schooling practices, both to capture the experiences of teachers and learners and to determine promising teaching practices. Decades of research have provided some insights into how students and teachers make sense of the schooling experience, and this research provides many directions for practice (e.g., Berliner, 1984; Goodwin & Hubbell, 2013; Hattie, 2009; Marzano, Pickering, & Pollock, 2001; Reynolds, 1992; Richardson, 2001; Stronge, 2002). Many of the conclusions from research coincide with the domains given in Figure 1.4.

This text distills past research and my own stance in urging you to become a successful teacher, an inclusive and responsive teacher. Figure 1.5 summarizes the vision of inclusive and responsive teaching developed throughout this text.

The questionnaire in Figure 1.6 presents an entry-level self-assessment that you can use to consider your current knowledge and skills. Mark areas that may figure prominently in a plan for your professional growth. If you like, formulate questions to capture these areas and record goals on your chart from the beginning of the chapter. You may also wish to flip ahead to chapters that will address your questions.
Figure 1.5  *Inclusive and responsive teaching.*

Inclusive and responsive teachers . . .

1. **Pursue understanding and continuous learning.**
   - Recognize their own biases and the limits of their knowledge
   - Gather, analyze, and use data to replace assumptions and ignorance
   - Focus learning efforts on self, students, families, and the profession

2. **Display attitudes and build relationships of acceptance, trust, support, and high expectations.**
   - Incorporate unfolding knowledge of students and families
   - View differences as normal
   - Build authentic relationships of warmth and trust
   - Set and communicate high expectations, pushing students to succeed
   - Do what it takes to support student success

3. **Use inclusive and responsive instructional and assessment approaches.**
   - Incorporate unfolding understanding of students
   - Use a full range of resources to meet student needs
   - Use recognized approaches and strategies for meeting student needs
   - Include student choice and meaning-based approaches

4. **Use inclusive and responsive management approaches.**
   - Maximize learning through a task-focused, structured environment
   - Focus on community building and authentic relationships
   - Employ democratic practices
   - Work toward self control

---

**Figure 1.6  Questionnaire for self-analysis of teaching.**

<table>
<thead>
<tr>
<th></th>
<th>Strongly Disagree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I can explain how people learn.</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>2. I know my subject matter.</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>3. I can list some ways to find out who my students are and what they know.</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>4. I can plan a lesson related to a content standard.</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>5. I can demonstrate more than one instructional strategy or technique that helps make the content clear to students with varying needs.</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>6. I can assess students’ learning based on traditional tests and at least one other measure.</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>7. I can modify my instruction based on what I discover about students’ learning students treat.</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>8. I know how to help students treat each other and me respectfully during class.</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>
Teachers Can Be Effective and Yet Not Just Alike

Although there are documented domains of teaching expertise, few prescriptions hold in every circumstance. Teaching is uncertain and interactional. Part of teaching well is using a combination of one’s own talents, insights, skills, and professional judgments to encourage students’ learning and development.

Cicero’s sentiment underscores the personal and giving nature of teaching: When we teach, we offer gifts to our students—gifts that depend on our traits and triumphs as givers. Think back to two teachers who had a powerful effect on your learning. What were their gifts? If you make lists of strengths for those two teachers (Figure 1.7), you may find areas of overlap; the teachers probably shared some common strengths and abilities. These instructors probably also made unique contributions to your learning. Your lists should contain both personal attributes and professional skills, attitudes, and abilities.

When asked to consider their memorable teachers, my students often find commonalities such as genuine regard for the learner, high expectations for student achievement, and passion for the subject matter. Indeed, research bears out these same teacher characteristics as important for other students (e.g., Davidson, Coats, & Xu, 2012). However, the idiosyncratic contributions that their teachers offered are many. Some mention humor, others reserve. Some mention competitive learning activities, others mention collaborative ones. Teachers bring themselves and their abilities to their students. What do you bring to the classroom? Use Figure 1.8 to display your gifts.
Common misconceptions hold that teachers work toward a single set of unquestioned goals, usually by standing in front of a calm classroom and talking. Instead, this chapter suggests that teaching is a far more complicated act. It argues that teachers must encourage learner growth of many kinds while weighing often-competing demands and carefully considering their learners and the local context. Despite the complexity of teaching, we find some agreement in the literature about the kinds of things teachers should know and be able to do, and we know that there are many ways to practice the craft of teaching well. One place to start is by forming an educational philosophy, a personal stance toward teaching, as is encouraged in Chapter 2.

Between here and Chapter 2 you will find two end-of-chapter features. “Opportunities to Practice” asks you to apply what you know and to connect chapter ideas with your own thoughts and practice. “Extending the Learning: Sites and Search Terms” provides an opportunity for you to join a larger community conversation about teaching.

### Opportunities to Practice

1. You know that good readers check their own comprehension. Without looking back through the text, jot down a list of important words from Chapter 1. Now compare your work with mine. Figure 1.9 is a word cloud of my selection of excerpts and important words from Chapter 1. Compare your important words list with my cloud. Any surprises?

2. Teachers and researchers alike use metaphor as a tool to examine the nuances and varied roles of teaching. An Internet search using the linked terms “teacher as” and “metaphor” yielded the following analogies for what it means to teach. Place a check mark near the ones that compel you. Use them to think about your own metaphors for teaching. You may elect to conduct your own Web search related to the metaphors that make you curious.

   **Teacher as . . .**
   ✅ Archetype of spirit
   ✅ Consciousness of the collective
   ✅ Container of anxiety
   ✅ Cultural broker
   ✅ DJ
   ✅ Executive
   ✅ Facilitator and authority
   ✅ Hero
   ✅ Leader
   ✅ Learner
   ✅ Rain dancer
   ✅ Shaman

3. Connect the work you did in Figures 1.1 and 1.6. In what ways have various sources of influence affected your perceived abilities as a teacher thus far? How might they influence your growth as a teacher in the future? Discuss the questionnaire in Figure 1.6 with a relatively new teacher and with an experienced one. You may wish to compare the value they place on the content of each question.
Chapter 1

4. Observe two lessons, either online or face-to-face. As you view them, complete the chart below to consider how propositions of teaching play out in classroom interactions.

5. Search some sites and terms listed at the close of Chapter 1. First, find sources that influence what happens in classrooms. Add them to your work in Figure 1.1. Second, connect what you read on the Web sites with one or more of the six propositions on teaching. Talk with an experienced colleague about recent history related to that issue.

6. Interview a nonteacher about her views on effective teaching. Consider speaking with a parent, a student, or a professional who works outside of education and has little contact with students or schools. What do good teachers do? What do students wish teachers knew? How closely do your interviewee’s insights match the propositions from the chapter?

---

**TEACHING AND LEARNING TIP**

**Using The Web to Create Word Clouds**

I created the nature of teaching word cloud with a free Web 2.0 application called Tagxedo, but there are many others such as Wordle, Tagul, and Make Word Mosaic. Teachers and students are finding dozens of instructional uses for word clouds, including, for instance, teaching summarization and developing classroom norms. Talk with your students about how design elements such as size, font, and color affect overall meaning of a word cloud.

---

4. Observe two lessons, either online or face-to-face. As you view them, complete the chart below to consider how propositions of teaching play out in classroom interactions.

5. Search some sites and terms listed at the close of Chapter 1. First, find sources that influence what happens in classrooms. Add them to your work in Figure 1.1. Second, connect what you read on the Web sites with one or more of the six propositions on teaching. Talk with an experienced colleague about recent history related to that issue.

6. Interview a nonteacher about her views on effective teaching. Consider speaking with a parent, a student, or a professional who works outside of education and has little contact with students or schools. What do good teachers do? What do students wish teachers knew? How closely do your interviewee’s insights match the propositions from the chapter?

---

<table>
<thead>
<tr>
<th></th>
<th>Lesson 1</th>
<th>Lesson 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>What are the contextual features that seem to shape the lesson? (example: age of student, geographic region, physical resources) (Teachers are part of a system.)</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>What does the teacher appear to be trying to help the students learn? How is the teacher communicating high expectations and holding students to them? (Teaching is goal driven.)</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>What strategies (other than “teaching as telling”) does the teacher use to help the students learn? (Teaching is more than telling.)</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>What is one individual—perhaps contrasting—strength that each teacher displays? (Teachers can be effective and yet not just alike.)</td>
<td></td>
</tr>
</tbody>
</table>


**Education News.** This site includes daily news related to education, updates on education law and policy, links to college and university newspapers, and links to education organizations.

**U.S. Department of Education.** This site provides information on legislative and policy issues such as the Reauthorization of the Elementary and Secondary Education Act. The site has resources for students, parents, teachers, and administrators.

**The Gateway to 21st Century Skills.** This site is a consortium-run digital library that provides access to Internet-based instructional materials. Browse or search the catalog, or click on a term in the word cloud.

**Global SchoolNet.** This is the original virtual meeting place for those interested in education to collaborate. Its goal is to improve 21st-century learning through Web-based collaboration. Check the Projects Registry to find projects and partners.

**Stateline.** A public service funded by the Pew Charitable Trusts, Stateline.org publishes news and policy information every weekday. Choose a state or choose a topic, such as “education” or “technology.”

Although states are responsible for adopting their own academic content standards, professional organizations and other groups are influential in developing and recommending subject-area standards. Most states have adopted the Common Core State Standards for Mathematics and for English Language Arts. View the standards and learn more about the Common Core State Standards Initiative by searching Common Core State Standards. Fewer states have adopted the newer Next Generation Science Standards (NGSS). Study them by searching NGSS. Visit your state’s department of education site to examine the standards your state has adopted in various curriculum areas. Also view subject-based professional organizations and their recommended standards, including, for example, the following:

- American Alliance for Health, Physical Education, Recreation and Dance
- American Council on the Teaching of Foreign Languages
- International Society for Technology in Education
- National Council for the Social Studies
- National Coalition for Core Arts Standards
Developing Your Stance toward Education

LEARNING OUTCOMES

By the time you finish studying this chapter you should be able to do five things:

1. Analyze an educational experience in terms of three curricula.
2. Recall enduring questions of education.
3. Connect current practices to historically prevalent stances.
4. Develop and defend your own stance.
5. Use your stance to guide short- and long-term professional decision making.

Before You Begin Reading

WARM-UP EXERCISE FOR DEVELOPING YOUR STANCE TOWARD EDUCATION

Below are six images of U.S. children. If you were these children’s teacher, who would you like to help them become as adults? Your answer reflects your educational stance. Now study the captions. What privileges did these children have? What challenges did they face? How might knowing a bit more about them change your thinking about the education they should receive?

Source: Library of Congress Prints and Photographs Division [LC-USZ62-13677]

Child 2: 1909. (Called “Bologna”) Tony Casale, 11 years old been selling 4 years. Sells until 10 P.M. sometimes. His paper boss told me the boy had shown him the marks on his arm where his father had bitten him for not selling more papers. He (the boy) said, “Drunken men say bad words to us.” Lewis Wickes Hine. From the records of the National Child Labor Committee (U.S.), Prints and Photographs Division, Library of Congress Reproduction number LC-DIG-nclc-05416.
Source: Lewis Wickes Hine, photographic print. Library of Congress Prints and Photographs Division [LC-DIG-nclc-05416]

Source: Alan Lomax, photographic print. Library of Congress Prints and Photographs Division [LC-USZ62-71615]
Your philosophy, or stance, is a systematic, rational statement of your convictions about the ideals, purposes, and nature of education. It is your plan for teaching well. Bellamy and Goodlad (2008, p. 566) warn that the schools, “lack educational mission, both individually and collectively.” In the opening quote, why does Polya so emphasize the importance of having a plan and of trying very hard to follow that plan? It’s because if we do not have a plan, we may pursue the wrong goals, we might use methods that are unethical or unworthy, or we might judge our work by the wrong standards.

The importance of a plan has never been greater than it is today, when the context of accountability suggests to many (e.g., Keller & Bichelmeyer, 2004) that the mission of our schools has shrunk to the pursuit of test scores. Many teachers (e.g., Starnes, 2010) seem to have a growing sense of unease, fearing that we are aiming toward the wrong things—or at least are limiting our sights—and thus lowering the quality of our teaching. Quality teaching has two components: good teaching (that is, teaching that follows an appropriate plan with worthy aims and acceptable methods) and successful teaching (that is, effective teaching, or teaching that results in learning) (Fenstermacher & Richardson, 2005). Thus, to judge the quality of our teaching, we must look to student learning, yes, but not solely to student learning. We also have the responsibility to continuously reevaluate our work in terms of the quality of our plan, of goals we seek and the methods we employ. It is thus imperative that we teachers take guidance from a larger vision of what should be (Winch, 2011). Here are six more reasons that it is critical that you dream big and develop a stance toward education today:

1. Inclusive and responsive teachers are guided by clear knowledge of their own perspectives and commitments. Your stance tells you who are you and what you are hoping to accomplish.

2. Teaching today can be overwhelming, especially for the novice. So many decisions need to be made. So many needs must be considered. A stance toward education provides a compass for decision making.

3. Classrooms are so busy, and pressure for teacher and student performance is so high, that it is easy to lose sight of the long-term goals and consequences of our actions. A stance can

—George Polya, Mathematical Discovery
help you remember to maintain your focus on the big picture of what we hope our schools will accomplish and to reflect over your efforts.

4. Mandates, such as for what we teach and how we teach it, are nothing until actual teachers implement them. Your choices for how you interpret mandates and how you enact them with your particular students each minute of the day make you powerful indeed (Elmore, 1979–1980; Webb, 2002). Your vision of education provides you with guidance on how to breathe life into directives. Further, Winch (2011) argues that philosophy provides an indispensable conceptual toolbox for thinking about the problems of education.

5. Having your own stance and an understanding of the stances of others allows you to understand their perspectives and the kinds of criteria and evidence they accept. It can allow you to select the language you use in speaking about issues with someone who has a different stance.

6. Laws and policies have unintended consequences. Having a clear stance allows you to assess the unintended consequences that result (or not) from legislative and policy decisions. This can help you in determining whether the benefits of our decisions are worth the inadvertent costs.

In sum, your teaching efforts will be richer and more cohesive when shaped by a thoughtful stance toward education, and this chapter supports you in developing such a stance.

As a teacher, you have the moral and ethical responsibility to say no when no is the right answer.

Three Curricula
Let’s begin our work on developing a vision for practice by exploring the curricula that schools purposefully pursue and accidentally achieve. The term curriculum may appear at first glance to be straightforward, but it is actually a multifaceted, multilayered notion. Eisner (1979) argues convincingly that schools teach three kinds of curricula:

1. The explicit curriculum
2. The implicit curriculum
3. The null curriculum

The explicit curriculum is the content intentionally selected and addressed through instruction. Examples include traditional subject areas such as reading, mathematics, and physical education. For English learners, English acquisition and content mastery are high priorities in the explicit curriculum. The explicit curriculum also includes skills or habits that teachers purposefully select and teach. Examples may include neatness, politeness, and cooperation. For some students with disabilities, the explicit curriculum might be a functional one where students learn self-care and life skills.

Content standards form the basis for many explicit curricula, including expectations for ICT (information and communication technology). For example, the International Society for Technology Education (ISTE, 2007) recommends six major outcomes for K–12 students in our digital and globally connected world. The ISTE Standards for Students focus on digital citizenship, knowledge related to how technological devices function, processes of gaining and evaluating information, collaboration, and upon critical and creative thinking . . . all in a digital environment. Visit the ISTE Standards for Students (ISTE Standards•S) at ISTE’s site and read the outcomes for

Visual Literacy: Photo Analysis
The Before You Begin Reading exercise asked you to analyze visual media: photos.

Visual literacy requires us to understand, analyze, and appreciate information that comes to us in the form of images. There are many digital collections of images available to you and your students. The Library of Congress and the World Digital Library are examples. Also try search engines and sites such as Google, Yahoo, Flicker, Wikimedia Commons, and PicSearch to locate images. Check the sites for fair use rules. Teach your students to both comprehend images (“Who and what do you see?” “What do you know about the time period?”) and to analyze them as well (“What is the message conveyed?” “How might others interpret this image differently?” “What do you think is happening, and what in the image makes you think so?”).
Developing Your Stance toward Education

students at your grade level, then think about the school experiences that will lead students to the outcomes; the school experiences are the explicit curriculum.

In contrast to the explicit curriculum, the **implicit curriculum**, or hidden curriculum, is not purposefully selected. Rather, it includes the lessons taught tacitly through actions and through unconsidered consequences. Some say that the hidden curriculum is “caught” rather than “taught,” and for this reason it tends to be highly memorable. Examples of the hidden curriculum may include competition and deference to authority.

The hidden curriculum is often a set of unintended consequences that results from our conscious long-range decisions and our spur-of-the-moment choices. Although the hidden curriculum is sometimes in conflict with the explicit curriculum, there are positive aspects of the implicit curriculum as well. These include outcomes such as kindness, respect, and the notion that people believe in one’s abilities to succeed.

One benefit of uncovering the hidden curriculum is that, once we expose it, we can determine the extent to which we are teaching the lessons we intend, and we can address the harmful lessons students may be learning with us. Additionally, many of our students may need our assistance in understanding the tacit rules of behavior transmitted through the implicit curriculum. As an inclusive and responsive teacher, you will need to help make sure that what is “natural and normal” to some of your students (such as those whose home cultures match the school culture) is accessible to all of your students (Weinstein, Tomlinson-Clarke, & Curran, 2004). Begin by trying the Inclusive and Responsive Teaching Tip to analyze school culture.

**What are these students learning through their interactions with their teacher?**

**INCLUSIVE AND RESPONSIVE TEACHING TIP**

**Uncovering School Culture**

Part of the implicit curriculum is what students learn via their school’s culture. Teachers can begin to examine school culture by analyzing school documents, rules, ceremonies, rituals, and routines. Uncover school culture by examining questions such as the following (based on Wren, 1999):

- What are the messages of the school newspaper, student handbook, and yearbook?
- What are the messages of the documents available for faculty, students, families, and community members?
- What are the regular assemblies and competitions?
- What are the school-year opening and closing activities?
- What are the school’s mascot, motto, colors, and other identifying symbols?
- What are the avenues for regular recognition for outstanding achievement?
- What are the school policies, and how well known and consistently enforced are they?
- Which students participate in which school activities?
- To what extent do different segments of the student population experience the culture in the same ways? In different ways?

Source: Andres Rodriguez/Fotolia

Read some unfortunate examples of the hidden curriculum from a New York Teacher of the Year.
Chapter 2

As another example of making the implicit explicit, students (such as those with Autism Spectrum Disorders) who struggle to understand social relationships can benefit from assistance in learning and using the rules by which people interact (Myles & Simpson, 2001; Tse, Strulovitch, Tagalakis, Meng, & Fombonne, 2007).

The third curriculum, the null curriculum, refers to what we learn because of the subject matter not taught. An example of what many students in the United States don't learn in school is a world language. In most U.S. schools, it is not mandatory to study a language other than English, and most of us who do so wait until junior high or high school. This is in contrast to the requirement in many countries (such as within the European Union) that students study at least one other world language, usually beginning in the primary grades. From not learning another language, then, many Americans conclude that knowing English is enough. This conclusion appears to be increasingly called into question (e.g., Skorton & Altschuler, 2012).

Often, the force of history creates the null curriculum as it tramples one explicit curriculum into extinction and gives rise to new, more relevant content. For example, at her teacher’s college, my grandmother was graded on her penmanship. Neither of my children learned to write in cursive. In high school, I learned to type; my children learned keyboarding. Now we all add to keyboarding skills with different input devices such as texting and voice recognition. My children’s children will learn a different skill set as contextual and predictive software improve and as new input devices such as eye and head tracking, imaginary interfaces, and brain-computer interfaces (e.g., Anthony, 2013) are developed. Similarly, the childhoods of the children in the chapter opener spanned about a hundred years. Look at the technology in the backdrops in the photos. No doubt 1940’s Child 5 learned about things that were vastly different from those that 1860’s Child 1 could even imagine.

Eisner’s three curricula, the explicit, implicit, and null, warn that every action a teacher takes—or does not take—can teach. Think about the powerful things you learned in school that were probably not recorded in your teachers’ plan books. Even instantaneous decisions and fleeting behaviors convey our stance to our learners and to our communities, so a coherent stance will serve as a reminder to be intentional with words and actions. Let’s begin the important work of developing your stance by considering a set of enduring questions of education.

### Considering the Questions of Education

Philosophical questions are different from scientific questions. In science, we rely on data to answer questions about the natural world. But philosophy addresses questions about esoteric things like beauty, logic, ethics, morality, the nature of reality, and the character of knowledge. Such questions never go away; answering them just once isn’t enough. In education, questions such as “Should education prepare students for particular roles in society or for personal enlightenment?” and “Is a classical curriculum adequate for today’s students?” (Noddings, 1995) are deliberated daily. It’s through deliberation that we plan, individually and as groups, how to best educate our young.

An especially useful set of questions regarding education was proposed by the ancient Greeks and captured by Dillon (1987). These questions, which parallel the concerns of the famous 16th-century philosopher John Comenius (Sadler, 1966), ask the following:

1. What is the good? Who is the good person living in the good society?
2. What is the purpose of education?
3. What should everyone learn? Why?
4. What is the nature of learning?
5. What is (excellent) teaching?
6. What does school do?

It may be helpful for you to study the answers to these perennial questions found in existing conceptions of education as you develop your own answers to them.
Developing Your Stance toward Education

Conceptions of Education Found in Practice

Education holds a special place in a democracy. In fact, Jefferson saw education as the foundation of a democracy; only well-informed citizens can be expected to govern themselves and throw off oppression. Indeed, the more educated people are, the more likely they are to participate in political and civic life and to be tolerant and equity minded (Kingston, Hubbard, Lapp, Schroeder, & Wilson, 2003).

Curriculum researchers have traced U.S. views toward education, finding that visions of education are fluid and responsive to the contexts of the people who create them while they simultaneously address the perennial struggles of education in a democracy (Kliebard, 2002; Tyack, 2003; Tyack & Cuban, 1995). Events such as the race for space and globalization, for instance, influence the trajectory of the nation’s views of the purpose of the schools and education.

For example, look again at Child 2 in the photos at the chapter’s opening. As Tony sold his newspapers in the city, the United States was completing its transformation to an industrialized society. It struggled with massive urban population growth, and child labor was about to peak. Despite the fact that the National Child Labor Committee—which aggressively sought labor reform—was established five years prior to the date of this photo, boys 10 to 15 years old constituted one-quarter of the labor force (and girls 6 percent) (Child Labor Public Education Project, n.d.; Whaples, 2005). Meanwhile, in Chicago, John Dewey’s progressive notions of education took hold in his newly formed Laboratory School and mirrored the progressive politics sweeping the nation. Tony lived in an era of social change—for children and for the nation at large.

Along with change over time, we also find similarities across stances; that is, stances can be grouped into families. Perhaps you have studied philosophies such as idealism, essentialism, and realism. Prakash and Waks (1985) provide another categorization of educational philosophies: the four broad families of conceptions of excellence shown in Figure 2.1 (technical, rational, personal, and social). As you study the figure, notice that each of the stances has distinct visions of what we should accomplish and how to go about accomplishing it.

![Figure 2.1: Prakash and Waks's description of different conceptions of education.](image-url)
Chapter 2

The technical conception of education tends to be prevalent in K–12 public education, whereas the rational model tends to prevail in universities. The personal stance tends to occur more often in private, or independent, schools and in less traditional educational endeavors such as unschooling. However, some powerful public school reform efforts hold personalization as the key (Wolk, 2010; Zubrzycki, 2014). In personalized schools, students play a role in planning their own curricula and teachers act more as advisors, helping students to educate themselves.

The social stance also has vocal proponents. Bellamy and Goodlad (2008, p. 566) argue that the mission of the schools must include “providing students with the knowledge, skills, and dispositions to become fully engaged participants in a democratic society.” Banks (2008) emphasizes that schools must prepare students for citizenship in a global age. And Grant (2012) criticizes the prevalent view that education should prepare students solely to compete in a global economy as limited. Grant instead argues that the purpose of education should be the cultivation of a flourishing life in a socially just, democratic society. Which stance is most prevalent in your area? Can you find exceptions to the technical conception?

What do these stances look like in individual teachers’ ideas? Figure 2.2 gives brief phrases from two teachers’ (Rae Anne and Jaime) conceptions of education. See if you can place Rae Anne’s and Jaime’s stances in one of the rows within Figure 2.1. They view their jobs as helping

<table>
<thead>
<tr>
<th></th>
<th>Rae Anne</th>
<th>Jaime</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who is the good person living in</td>
<td>Considers actions before committing them</td>
<td>Recognizes cultural differences and takes pride in diversity</td>
</tr>
<tr>
<td>the good society?</td>
<td>Lives harmoniously and gains knowledge from his or her surroundings in</td>
<td>People work, socialize, mingle with kindness and respect</td>
</tr>
<tr>
<td></td>
<td>order to improve the present quality of life</td>
<td>Actively participates in the life of the community</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Passionately engages in the pursuit of knowledge</td>
</tr>
<tr>
<td>What is the purpose of education?</td>
<td>To create equal opportunities</td>
<td>To draw from the lives of participants</td>
</tr>
<tr>
<td></td>
<td>To provide the power to obtain one’s goals and dreams</td>
<td>To encourage social development</td>
</tr>
<tr>
<td></td>
<td>To broaden one’s thinking</td>
<td>To provide the opportunity to discover individual passions</td>
</tr>
<tr>
<td></td>
<td>To build self-esteem and character</td>
<td>To prepare participants for active engagement in the community</td>
</tr>
<tr>
<td></td>
<td></td>
<td>To encourage lifelong learning</td>
</tr>
<tr>
<td>What should everyone learn?</td>
<td>That which will create citizens who</td>
<td>Positive attitudes toward challenging subject matter</td>
</tr>
<tr>
<td></td>
<td>can contribute new ideas and understanding to society</td>
<td>Real-world applications of the subject matter</td>
</tr>
<tr>
<td></td>
<td>Problem solving</td>
<td>That which will allow citizens to participate</td>
</tr>
<tr>
<td>What is the nature of learning?</td>
<td>Building on previous information through interaction</td>
<td>Comparing new experiences with information from previous endeavors</td>
</tr>
<tr>
<td></td>
<td>Asking questions</td>
<td>Trial and error</td>
</tr>
<tr>
<td></td>
<td>Understanding, not memorizing</td>
<td>Watching</td>
</tr>
<tr>
<td></td>
<td>Varies by person: doing, observing, reading</td>
<td>Examining physical representations</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Interacting in groups</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Fostered by safe environment</td>
</tr>
<tr>
<td>What is (excellent) teaching?</td>
<td>Reaches greatest number of students possible</td>
<td>Holds passion for education and children</td>
</tr>
<tr>
<td></td>
<td>Is flexible and willing to change methods to enrich students’ learning</td>
<td>Models actions and behaviors desired by the society</td>
</tr>
<tr>
<td></td>
<td>Creates many alternate plans</td>
<td>Commits to reaching every student and meeting the needs of all</td>
</tr>
<tr>
<td></td>
<td>Searches for new information and improvement as teacher</td>
<td>Plans to incorporate different ways and rates of learning</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Respects the dignity of the learner</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Taps into background knowledge</td>
</tr>
</tbody>
</table>
Developing Your Stance toward Education

Do you recall the saying, “The last one to see the water is the fish”? Answering the seemingly simple questions of education may put you in the position of the fish, exploring the world that has been your home and thus has many aspects that may be invisible to you. Considering the questions of education means exposing some of your tacit notions about how the world is and should be. It also entails considering the fact that there are alternatives to your perspectives.

To address these questions, think solely about your own ideas—no need to quote famous people. Write no more than a page to answer each of the questions, taken in order.

1. What is the good? Who is the good person living in the good society?
2. What is the purpose of education?
3. What should everyone learn? Why?
4. What is the nature of learning?
5. What is (excellent) teaching?
6. What does school do?

You may stumble a bit in interpreting the questions. Interpret them any way you like, as long as they guide you in discovering what you think and capturing convictions that are central for you. Do not be tempted to include a little of every way of thinking; for instance, some ideas from the technical conception and some from the social conception. If you did, elements would probably contradict each other and would not provide guidance when you need it.

After you compose a first draft, check your answers for consistency from question to question. Revise so that answers are coherent. Take out extra words. Read your answers aloud to yourself and then to a friend to be sure that your answers truly communicate your convictions. You will know when you have finished when not a word can be cut and when each reading
Chapter 2

convinces you more fully of the soundness of your stance. The Teaching Tip offers the long, if not somewhat macabre, view in considering whether you have gotten your stance right. Here are suggestions related to the questions to get you started on composing your stance.

What Is the Good? Who Is the Good Person Living in the Good Society?

As you consider the questions of “What is the good? Who is the good person living in the good society?” consider your own upbringing. If you were raised as part of the dominant culture in the United States, or if you interacted with people who were part of that culture, you no doubt were exposed to American core values. Some macro culture U.S. ideals include (Banks, 2005; Pai, Adler, & Shadiow, 2006):

• Equality of opportunities
• Achievement orientation (we should all try to achieve higher goals through hard work; successful people work hard and unsuccessful people do not)
• Individualism and its emphasis on self-reliance and originality (individual success is prized above that of the family, community, and nation)
• Future time orientation (saving for tomorrow)
• Orientation toward materialism and exploitation of the natural environment

These values are not universal; other cultures, including nondominant U.S. groups, often hold alternative values. Here are three tips to get you thinking about your own values and convictions regarding the good person in the good society:

1. Consider your own test of a “good” society. Many have said that a true test of society is how it treats its most vulnerable members. Do you agree? With a visual impairment, Child 6 in the chapter opening photographs spent time at the Lighthouse Institute in New York, 1944. The “house” had existed for three decades before Child 6 was photographed in the roof garden, much anticipated at its construction. President Taft laid the cornerstone (New York Times, 1911), and long before Child 6 played in the garden, personnel had opened a similar institution in France for soldiers blinded in World War I (New York Times, 1915). Personnel also had fought hard to have students with visual impairments permitted to enroll in New York public schools. Still, a common 1940’s attitude toward people with disabilities was pity and a desire to isolate them from society (Adams, Bell, & Griffin, 2007). Child 6’s president, Franklin Delano Roosevelt, hid his own physical disability so the public would not see it as a weakness. It was not until 1975 that all Americans were granted the right to a free and public education, provided to the extent possible with typically developing (or nondisabled) peers (Public Law 94–142: Education of All Handicapped Children Act). What responsibilities do you see the good society as having to each of its members?

2. Look back at your work in Figure 1.1. It encouraged you to consider the system within which you teach. What expectations does your society hold for you? To what extent do those shape your view of what is possible in society?

3. List no more than ten core values or characteristics you think a good person or society must possess. It is tempting to make a much longer list, but that will be less useful in guiding your actions. Try making your own list, then compare it to the thinking of others.

Kinnier, Kernes, and Dautheribes (2000) reviewed a broad range of religious and secular documents and present a list of four universal values: Commitment to something greater than oneself; self-respect with humility and responsibility; respect and caring for others; and caring for other things and the environment.

What are eleven to universal values?

What Is the Purpose of Education?

In thinking about the purpose of education, consider carefully how it is that society brings its people to “the good.” Look back at your list of values and convictions related to the good person and the good society. How is it that education serves as a vehicle to create “the good society”? Some focus on education as the full development of each individual citizen. For example, Martin
Developing Your Stance toward Education

Luther King, Jr. (1947) argued that development of intellect and character together comprised the highest purpose of education. Others assert that the purpose of education is to transmit the best of our society to the next generation. For example, English essayist Chesterton wrote, “Education is simply the soul of a society as it passes from one generation to another.” Still others believe that, through education, we should transform society. One widely held belief is that school should prepare students for life. Eisner (2004) disagrees, arguing that, “Some of the most significant weaknesses of education policy stem from the belief that the aims and content of education can be justified on the basis of preparation . . . . From my perspective, we can best prepare students for the future by enabling them to deal effectively with the present” (pp. 7, 8). What’s your view? What can and should we accomplish through education?

Remember to think broadly about education. Education and school are not the same things. Think about all of the different mechanisms (such as family, clubs, and religious organizations) that educate and how those might work in concert (or not) to fulfill the purpose of education.

What Should Everyone Learn? Why?

Considering what everyone should learn and why gives you an opportunity to think about the subject matter that is important enough for each person in the society to learn. As you consider subject matter, remember that what is considered “basic” in one part of the world or at one time in history may be superfluous in another. For example, look at Children 3 in the chapter opening photographs. These children danced during the Great Depression (1934) in San Antonio, Texas, a city hard hit by the mass migrations of people displaced by lack of work in U.S. cities and by “repatriations” of people of Mexican descent (McKay, 2010). Schools were segregated—black, white, and Hispanic (Orozco, 2002)—and because of the Depression, many schools had closed or reduced their hours (Nelson, n.d.). Such dire conditions heighten the importance of careful decisions about what people should learn. Looking back, what content might have best helped all students (regardless of gender, race, or ethnicity) stretch toward becoming “the good person” and have a hand in contributing to or reshaping their society?

In your own stance, remember to think not just about what might be considered traditional content but issues of character, skills, values, and abilities as well. Theodore Roosevelt mused that “to educate a man in mind and not in morals is to educate a menace to society.” Be able to explain why people should learn what you suggest and not something else. Remember, too, that “everyone” means “every person”; this question addresses the common core of learning to be mastered in the society. Here are five tips to get you thinking:

1. Look back at your list of values, characteristics, knowledge, and skills of the good person. Do you believe the good person is “born good”? Probably not entirely. Instead, a person must attain (learn) at least some of those positive qualities. Look at your list of characteristics of the good person and good society and determine what knowledge, values, and skills people must learn in order to bring about the good. That is core subject matter.

2. Look beyond your own school experience; it is place-bound. What seems “basic” to you may not be basic at all in other schools or settings. Learning multiple languages, dance, a musical instrument, or geometry is considered basic in some places. Additionally, other countries tend to approach the “basics” differently than we do, with mathematics serving as an example (Schmidt, Wang, & McKnight, 2005). Whereas the U.S. curriculum tends to focus repeatedly over the years on topics that we see as basic (such as arithmetic), high-achieving countries tend to focus on their basics in set grade levels and then move on to other subjects. This fact was in part impetus for the changes we see in the Common Core Standards in Mathematics (Common Core State Standards Initiative, 2014).

3. Look beyond your own school experience; it is time-bound. You may believe that knowledge is unchanging and should remain constant over time. That is a defensible position, one held by many others. An alternative perspective states that as our world changes, so must the knowledge and skills we must gain to find our place in it. John Adams (1780) argued in a letter to his wife that “I must study politics and war that my sons may have liberty to study mathematics and philosophy.” A world that is constantly changing may require a changing core of knowledge for its citizens.
4. Avoid suggesting that “all” subject matter is important. First, it is impossible to learn everything that is known. Second, “all” would include a body of knowledge that is odious (white supremacy doctrine?) or is now proven false (phrenology?).

5. Recall that we educate hugely diverse groups of students in the United States, and that which should be accomplished by all is a matter of ongoing and heated consideration. We wrestle with tensions such as holding high expectations for each of our learners while we simultaneously attend to vast individual differences. For instance, should your gifted students achieve the same curriculum as your students with developmental delays? As you consider such tensions, it may help to list the subjects or outcomes that are important to you and then consider whether they could in fact be grouped into categories such as things “everyone learns,” “some people learn,” and “a few people learn.”

In sum, think broadly about subject matter; it includes life’s lessons in addition to school subjects. Also remember to think about all learners.

**What Is the Nature of Learning?**

The nature of learning includes the nature of knowledge, the nature of the learner, and the processes by which we learn.

As you regard the nature of knowledge, ask yourself: Is it unchanging or tentative? Is it objective, or is it constructed by people and thus inherently subjective? The branch of philosophy that examines the nature of knowledge is deemed epistemology. Your epistemological convictions will influence your decisions about both what you teach and how you teach it. For example, the conviction that scientific knowledge changes with evidence brings the obligation to teach students values such as a preference for evidence and skills such as the testing of hypotheses. Also important to consider here is your view of human intelligence. Is it fixed or fluid? Do you believe that everyone can learn to act in more intelligent ways? Can everyone learn, for example, to draw? Or to solve complex mathematics problems? Your view of intelligence has direct implications for the approaches you take in the classroom. For example, in Chapter 4, you’ll study strength-based approaches that draw upon students’ assets. Such approaches require educators to see all students as capable of growth.

As you regard the nature of the learner, ask: Are people inherently bad? Inherently good? What are your convictions about people in general? Will they usually do the right thing, or must they have an external motivation to do so? Again, your convictions related to human nature will permeate your classroom decisions related to factors such as how you manage your classroom and interact with your students. For example, Kohn (2006a) argues compellingly that most approaches to classroom discipline are predicated on pessimistic views of children, views that regard humans as power hungry, aggressive, and self-centered.

As you consider the nature of learning, ask: What are the processes by which all humans learn? How is that we take in information from the environment, make sense of it, and use it as our own? Within the larger framework of how humans learn, what are the relevant differences in learning preferences? One suggestion: It will not be useful for you to conclude that “everyone learns differently.” If we can draw no common threads through human learning, your attempts to address students’ needs will be random and most probably futile.

**What Is (Excellent) Teaching?**

You have begun to think about excellent teaching through your work in Chapter 1. That is, you have thought about how teaching is different from other endeavors, you have begun to examine the domains of professional expertise, and you have thought some about how excellent teachers might be different from each other. Perhaps these five sets of question will continue to fuel your thinking:

1. Is there a set of personal attributes required of excellent teachers? To what extent is an excellent teacher an example of “the good person”? What, if any, is the teacher’s special obligation to serve as a role model of a good person? For example, must he employ all the 21st-century skills that he expects his students to master? Must she be physically fit?

2. To what extent is an excellent teacher an integral part of “the good society”? To what extent do teachers actively shape that society?
Developing Your Stance toward Education

3. Is it enough for an excellent teacher to be a good person? To what extent do you agree that teachers know and can do things that represent a unique set of professional skills? What, then, are the professional knowledge, skills, and abilities that excellent teachers have?

4. How important is it that an excellent teacher is a good learner?

5. What are an excellent teacher’s moral and ethical obligations?

What Does School Do?

As you consider this question, keep in mind that “school” is just one of the educative institutions in a society. Efforts such as home schooling, unschooling (Holt, 2004), and anarchist pedagogy (Love, 2012) argue that education can and should occur outside of school. “The social curriculum” includes vehicles such as the media, the family, and the neighborhood, and institutions such as religion and youth groups (Cortes, 2000). What unique contribution does schooling provide? Try these questions:

1. What should schools do? What should be our mission? Should we pursue student achievement in reading and mathematics as our sole aim?

2. What can be the school’s role in bringing about the good society? Berliner (2006) argues that schools continue to be asked to solve huge public problems while we as a society ignore root causes, such as poverty, that contribute to differential student achievement.

Because you are preparing for a career spent in schools, it is important that you consider—and continue to reconsider—what those schools do and can do.

In closing, when you reflect on your answers to the six questions as a set, you will have developed for yourself a stance toward education that can be a useful guide in selecting your priorities and making professional decisions.

Using Your Stance

Your stance should be reflected in your yearlong plans, in your lessons, and in your minute-by-minute interactions and decisions. Further, a conception of education offers should statements to direct you. Questions such as “What should we teach?” and “How should we group students?” are answered in terms of both philosophy and empirical evidence (Fenstermacher’s and Richard’s good and successful teaching). Use what you know about findings from educational research to enrich your stance and guide your professional decisions.

Your stance can be a useful guide for short-term instructional decisions. I know a teacher who condenses her stance into a single sentence and then copies it onto an index card that she clips to her plan book. Before leaving school each evening, sometimes feeling harried and tired, she takes one last glance at that card. If she feels that she worked in some way toward the greater good listed in her stance, she goes home happy. My students find it useful, in fact, to condense their stances not into a single sentence but into a single word (see “Word Journal” in Guillaume, Yopp, & Yopp, 2007) and then to think about how that single word guides their actions daily. Some examples include passion, care, cooperation, strive, and responsibility. Another teacher I know shares his stance with his students via a poster and in words and occasionally asks them to provide anonymous written feedback on the extent to which he is living his vision. Check the Teaching Tip for some other ideas on using your stance in these days of accountability.

Use your stance to guide your long-term instructional decisions, too. As you work with your colleagues in committees that address topics such as long-term planning or assessment, continue to raise gentle questions related to the big picture of what you as a team (and we as a profession) should be pursuing. As your colleagues speak, listen for their convictions about the purpose of education. Look for common ground. Remind yourself that when you choose one course of action, you necessarily reject others. For instance, if you include primarily small-group projects, students have fewer experiences in working on skills as individuals. Make sure your choices are in line with achieving excellence in the long view.

Finally, revise your stance. You are an adult with many years of life experience, so your stance may not change radically over time. On the other hand, it may. Thoughtful teachers engage in frequent reflection on their experiences and seek to improve their thinking as their
experiences change. My own stance is an example of change over time. I have placed my convictions squarely within the “social” camp for three decades. However, in the past few years, I have become increasingly immersed in creating art and engaging in arts-based education with students of all ages. For me, these efforts have led to a greater focus on the realization of individual potential, an interest more closely aligned with a “personal” stance toward education. Now I’m interested in discovering how fulfillment of individual potential contributes to the greater good.

TEACHING TIP Using Your Stance in the Days of Accountability

Try some tips for using your stance to remain true to your ideal in the days of educational accountability:

1. Regardless of the importance of test scores, helping our students learn and use social skills should remain a top priority as we educate competent and caring citizens of tomorrow (Garrett, 2006). Use your stance to help you focus on important social goals that must co-occur with academic goals. The National Association of School Psychologists (2002) places social skills into four helpful categories:
   - Survival skills (e.g., ignoring distractions and following directions)
   - Interpersonal skills (e.g., sharing, joining an activity)
   - Problem-solving skills (e.g., apologizing and accepting consequences)
   - Conflict resolution skills (e.g., dealing with teasing and peer pressure)

2. Consider state content mandates as a baseline rather than as the sole targets for what you are to teach. Good schools go beyond requirements to reach for a vision that exceeds the scope of narrow measures of learning (Keller & Bichelmeyer, 2004).

3. Use your stance as the organizing principle for your professional portfolio or Web site.

Parting Words

Today’s demands upon teachers’ attention are great. Time is short, and priorities sometimes conflict. Maintaining a clear sense of focus about what you consider central to your work as a teacher can help you decide at the close of a hectic day whether you have contributed to the world through your efforts as a teacher. Having a well-formulated educational stance can help you to shape your participation in the school policies, instructional practices, committees, and co-curricular duties that are part of your professional responsibilities.

With the completion of these first two chapters, you will have built a foundation for understanding the nature of teaching and your own vision of education. This foundation will come to life in each of the dimensions of your professional decision making: planning, instruction, assessment, management, and—as the following chapter shows—basing decisions on a solid understanding of your students.

Opportunities to Practice

1. Check your progress in mastering Chapter 2’s outcomes by analyzing this education issue:
   Financial Literacy: Given the recent U.S. recession, many people, including educators, feel that financial literacy is important. However, only a handful of states require a personal finance class for high school graduation. Funding and control over the content both seem to be issues for the inclusion of courses to increase financial literacy (Education News, 2014).
   a. Analyze this issue in terms of three curricula.
   b. To which of the enduring questions of education does this issue speak?
   c. How might educators from each of the historically prevalent stances vary in the content they chose for a financial literacy course?
   d. Given your stance on education, what content and teaching and learning approaches would you recommend in designing learning experiences in financial literacy?

2. Ask students with whom you work to help you find what is hidden: the implicit and null curriculum. Secondary students are often able to articulate their experience without much prompting. For example, one secondary student told me that, through his school’s tracking practices, he has learned that some kids are valued as smarter than others by the school: different classes
Developing Your Stance toward Education

3. Four imaginary teachers (each with a different conception of education) are being interviewed. Label each teacher with the appropriate stance from Figure 2.1: technical, rational, personal, or social.

a. In my classroom I try to include lots of . . .
   **ABIGAIL:** “opportunities for kids to choose their own activities. They need to be able to follow their own interests.”
   **BEN:** “resources for kids to learn about current, real-life issues. Then they need experience in addressing those issues.”
   **CARA:** “opportunities for kids to memorize important facts. These facts will help them all their lives!”
   **DIEGO:** “chances for kids to think like experts in the field, like artists or scientists, for example.”

b. You will know children are solving problems in my class when . . .
   **ABIGAIL:** “they have a clearer view of themselves and use that information to confront challenges. That’s problem solving!”
   **BEN:** “they find something that is happening right now in the real world and I see them actually show the heart and courage to do something about it!”
   **CARA:** “children use their facts to solve more complex exercises. The light-bulbs just glow!”
   **DIEGO:** “children use their creativity and logic to solve classical problems or to create something new. You should see what they come up with!”

c. Assessment of student learning . . .
   **ABIGAIL:** “too often interferes with individual students’ dignity and sense of self.”
   **BEN:** “is done in groups, with the criteria developed by the students.”
   **CARA:** “is valid only when it is an objective measurement of children’s accuracy.”
   **DIEGO:** “should include student portfolios, in which students display their own style and approach to the subject matter.”

d. As a teacher, I try hard to . . .
   **ABIGAIL:** “place the learner at the center of all of my choices. If an activity does not meet my students’ individual needs, we do not do it.”
   **BEN:** “put my money where my mouth is. I show commitment to charitable causes.”
   **CARA:** “make it fun for children to learn the skills from the book.”
   **DIEGO:** “emphasize that the students and I embark on an exciting adventure together.”

e. My metaphor for teacher is “teacher as . . .
   **ABIGAIL:** “a lens through which students can better know themselves.”
   **BEN:** “a spark who can ignite the fire of action for the common good.”
   **CARA:** “a factory leader who uses resources efficiently for the best product possible.”
   **DIEGO:** “a sage who helps students learn to judge performance.”

Were you drawn toward any one teacher’s cluster of responses from the first exercise? These imaginary statements may provide specific examples to help you pin down your own stance toward education.

Key: Technical: Cara; Rational: Diego; Personal: Abigail; Social: Ben.

4. Stretch your thinking by imagining the implications of different stances on some common issues in classroom teaching. Try to imagine how these different conceptions would play out for the elements listed in Figure 2.3. Note that your own stance provides the final entries in the table. Check back to your row in Figure 2.3 as you read subsequent chapters . . . you may already know the punch lines!

5. Analyze school mission statements, beginning with your own school’s statement. Go online and check your school’s Web site or School Accountability Report Card (SARC). Or, if you aren’t assigned to a school yet, go to the Internet and locate some using the search term “school mission statements.” Is it possible to place the statement in one of the families of educational thought from Chapter 2? Look for areas of agreement and disagreement with your own stance. Talk with experienced teachers about how mission statements are written and discuss issues such as group consensus, conceptual coherence, and enacting the mission statement.

6. The circumstances of classroom teaching sometimes present obstacles for enacting one’s teaching stance. For instance, you may want students to be the ultimate judges of their work, but you are required to give standardized tests. Use Figure 2.4 to help structure your thinking and to consider how to address potential obstacles. Heads up: You will need this chart in Chapter 6.
### Figure 2.3  Daily implications of conceptions of education.

<table>
<thead>
<tr>
<th></th>
<th>Common Learning Experiences</th>
<th>Prevalent Teaching Methods</th>
<th>Assessment Instruments</th>
<th>Homework Assignments</th>
<th>Expectations for Families</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technical</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rational</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personal</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My own stance</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

7. Create an alternative display of your stance, one that does not rely solely on linear text. Try one or more of these ideas:
   - A word cloud
   - An art piece such as a collage or painting (Figure 2.5 gives my word for the year, rendered in a mixed media collage)
   - A digital story (try Microsoft’s free Photo Story 3 for Windows at Microsoft's Web site, use iMovie for Macintosh, or try an app like Animoto)
   - A six-word memoir: “Won’t teach how I was taught.” Another: “I promise to never stop learning.” (Search “Teachers’ six word memoirs.” Try SMITH Magazine’s memoirs online and consider signing up for their Six-Word community.)
   - A podcast (see Teaching for Tomorrow Tip on page 38)
### Figure 2.4  Enacting my stance toward education.

<table>
<thead>
<tr>
<th>My Convictions</th>
<th>Possible Obstacles</th>
<th>Strategies to Consider</th>
</tr>
</thead>
<tbody>
<tr>
<td>A good society</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What education (and school) should do</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What everyone should learn</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How I should teach</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Chapter 2

Podcasting: Your Stance and Your Students

Podcasting is a way of sharing audio and media files on the Web. Not a direct download, a podcast has a news feed that allows it to be catalogued through programs like iTunes or Podcast Alley. Podcasts typically have many episodes, like a weekly show. You can listen to or view podcasts through a portable digital media player or through your Web browser.

A podcast might be a great way to communicate your stance with students, families, colleagues, and potential employers. Follow these three steps to create an audio podcast of your stance.

1. Use a script and record your most important points, limiting your recording to a minute or two. Use a program like GarageBand for Macintosh or the free Audacity, available as a download, or an app like Vocaroo. Even easier? Use the voice memo function in your phone or tablet.

2. Save your recording file, usually as an MP3 or MP4 file.

3. Publish your recording through a service such as the free PodOmatic.

Students and teachers are finding great enjoyment in taking learning outside the classroom by listening to podcasts related to their content area (e.g., Putman & Kingsley, 2009). For instance, students studying world languages can listen to podcasts to hear a variety of native speakers and to hear content repeated multiple times. See what’s out there using online directories such as Podcast Alley.

Even young students enjoy and benefit from creating podcasts. Podcasts give students the opportunity to use their learning for real purposes, like informing an actual audience about their content.

TEACHING FOR TOMORROW TIP

Podcasting: Your Stance and Your Students

- Podcasting is a way of sharing audio and media files on the Web. Not a direct download, a podcast has a news feed that allows it to be catalogued through programs like iTunes or Podcast Alley. Podcasts typically have many episodes, like a weekly show. You can listen to or view podcasts through a portable digital media player or through your Web browser.
- A podcast might be a great way to communicate your stance with students, families, colleagues, and potential employers. Follow these three steps to create an audio podcast of your stance.
  1. Use a script and record your most important points, limiting your recording to a minute or two. Use a program like GarageBand for Macintosh or the free Audacity, available as a download, or an app like Vocaroo. Even easier? Use the voice memo function in your phone or tablet.
  2. Save your recording file, usually as an MP3 or MP4 file.
  3. Publish your recording through a service such as the free PodOmatic.
- Students and teachers are finding great enjoyment in taking learning outside the classroom by listening to podcasts related to their content area (e.g., Putman & Kingsley, 2009). For instance, students studying world languages can listen to podcasts to hear a variety of native speakers and to hear content repeated multiple times. See what’s out there using online directories such as Podcast Alley.
- Even young students enjoy and benefit from creating podcasts. Podcasts give students the opportunity to use their learning for real purposes, like informing an actual audience about their content.
Extending the Learning: Sites and Search Terms

The Encyclopaedia of Educational Philosophy and Theory. This site includes an alphabetic listing of philosophers of education and relevant works. It also includes links to other Web sites that treat philosophy.

Explorations in Learning & Instruction: The Theory into Practice Database. This site can help you think about your stance on what it means to learn by exploring fifty theories of learning and instruction.

The John Dewey Society. The society continues Dewey’s interest in considering the problems of education in critical, reflective ways. There are links to the society’s journal, including online access to articles, and related resources.

Philosophy of Education Society. The society aims to improve instruction and consider the issues of education with a philosophical approach. The site provides access to the society’s publications, and it includes links to other organizations and resources addressing philosophy of education topics.

Teaching Tolerance. This Web site is a project of the Southern Poverty Law Center. If ideals such as tolerance, peace, or respect figure prominently in your stance, check this site’s array of Web-based and free print materials to help you enact your principles.

Use the search words “My Philosophy of Education” to search and view thousands of philosophies of education students from around the nation . . . and beyond. For some inspirational video examples, use that same search term at YouTube.