# Preparing TEACHERS for the 21st Century

## Framework for 21st Century Learning

### 21ST CENTURY STUDENT OUTCOMES

<table>
<thead>
<tr>
<th>Core Subjects and 21st Century Themes</th>
<th>Page Numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Subjects</td>
<td>4–11, 87–95, 109–110, 338–340</td>
</tr>
<tr>
<td>Global Awareness</td>
<td>95-100, 141, 189, 219, 289, 324, 340, 386</td>
</tr>
<tr>
<td>Financial, Economic, Business and Entrepreneurial Literacy</td>
<td>142–143, 249–253</td>
</tr>
<tr>
<td>Health Literacy</td>
<td>209–217</td>
</tr>
<tr>
<td>Learning and Innovation Skills</td>
<td></td>
</tr>
<tr>
<td>Information, Media, and Technology Skills</td>
<td></td>
</tr>
<tr>
<td>Information Literacy</td>
<td>1–12, 168–189</td>
</tr>
<tr>
<td>Media Literacy</td>
<td>388, 390</td>
</tr>
<tr>
<td>Life and Career Skills</td>
<td></td>
</tr>
<tr>
<td>Social and Cross-Cultural Skills</td>
<td>95–100, 144–148, 172–189, 201–204, 218–225</td>
</tr>
<tr>
<td>Productivity and Accountability</td>
<td>12–14, 161, 257–261, 346–348</td>
</tr>
</tbody>
</table>

### 21ST CENTURY SUPPORT SYSTEMS

| 21st Century Professional Development | 18–20, 381–392 |
FOUNDATIONS of American Education
Perspectives on Education in a Changing World

JAMES A. JOHNSON
Northern Illinois University

DIANN MUSIAL
Northern Illinois University

GENE E. HALL
University of Nevada, Las Vegas

DONNA M. GOLLNICK
National Council for the Accreditation of Teacher Education

PEARSON
We dedicate this 15th edition to the memory of three great educators who (along with James A. Johnson) brought this text to life more than 40 years ago. The reflective philosophical thinking of Harold W. Collins, the insights from leadership theory, law, politics, and finance from John H. Johansen, and the strong social commitment focused on meeting the needs of all students from Victor L. Dupuis continue to permeate this text.

We miss these three colleagues but will never forget that their ideas laid the foundation for this extraordinary textbook.

James A. Johnson, Diann Musial, Gene E. Hall, and Donna M. Gollnick
This best-selling text prepares future teachers to meet the challenges of tomorrow’s classrooms through its thorough coverage of the foundations of American education, including the historical, legal, philosophical, social, and practical aspects of education. The fifteenth edition has been revised to engage future teachers in examining their changing role and the role of schools in today’s diverse society.

The subtitle of this text, *Perspectives on Education in a Changing World*, emphasizes that today’s educators must consider, reflect, and respond to divergent ideas drawn from different disciplines of study, different points of view, different experiences, different contexts, and different voices. This text helps students analyze these divergent perspectives through academic disciplines that include history, philosophy, politics, sociology, and the law. These disciplines are important to educators and so the historical and philosophical chapters have been moved up in the fifteenth edition. Students must recognize their impact on important issues such as diversity, reform, and their personal educational philosophy. Students need to understand these foundational concepts in the beginning of their learning so they can apply them to each step of their development as professional educators.

**NEW TO THIS EDITION!**

- **Chapter 6 Place of Schools in Society** – Students are introduced to the different roles that schools play in our society. This chapter discusses the culture of schools, school choice, school levels—at rural, suburban, and urban schools—and concludes with a discussion of effective schools.
- **Chapter 13 Becoming a High-Quality Teacher in a Changing World** – Students explore the changing nature of education and the importance of learning through professional development and educational research to gain a better understanding of what it takes to become a high-quality teacher.
- **Reflect on Diversity feature** – Located in every chapter, these features allow students to read about real classroom situations dealing with diversity. Students can further examine these issues and apply their knowledge by going to this text’s online resource, MyEducationLab, to answer questions and receive hints and feedback.
- **Integrated Coverage of Technology** – Students can now view technology as an integrated piece of the instructional and learning process rather than as a separate entity.
- **Integrated Coverage of Educational Trends** – Chapters conclude with a new *Looking Ahead* section that introduces students to educational trends related to each chapter topic. This awareness will help students think critically about educational issues now so they will be better equipped to make decisions in their future classrooms.
- **Integrated Diversity Discussion** – Students are introduced to the challenges and rewards of teaching in today’s diverse classrooms in each chapter. Marginal icons indicate where this discussion occurs in each chapter.
- **MyEducationLab** – The text’s online resource offers ready-made assignments and activities set in the context of real classrooms. Fully integrated within the text, MyEducationLab provides opportunities for reflection and practice in an easy-to-assign format. For a full description of this text’s MyEducationLab, see pp. vii–ix.

**WELCOME TO THE FIFTEENTH EDITION!**

The fifteenth edition of *Foundations of American Education* has been updated to acknowledge the fast-paced world of information that influences today’s students and schools. A teacher’s identity emerges and evolves in response to these changes. This edition offers multiple opportunities for students to make sense of the changes in the world, to determine a reflective response to the present, and to adjust responses as new changes emerge. The fifteenth edition continues to prepare teachers for tomorrow’s classrooms, today’s diverse student population, and the emerging trends in education today.
Prepare Teachers to Succeed in Tomorrow’s Classrooms

The fifteenth edition focuses on the importance of becoming a high-quality teacher in a changing world. Education constantly changes and teachers need to keep learning through professional development and to keep up with educational research to teach in tomorrow’s classrooms. With two new chapters—Chapter 6 and Chapter 13—this new edition challenges students to be open to change and acknowledge the diversity in American schools today. An integrated discussion of trends in educational technology invites students to embrace new methods of instruction. Explore this content that helps prepare teachers to succeed in tomorrow’s classrooms:

- **Chapter 6 Place of Schools in Society**
- **Chapter 13 Becoming a High-Quality Teacher in a Changing World**
- **Teacher Perspectives** – Students read about the opposing sides of an educational issue by two educators and are directed to this text’s online resource—MyEducationLab—to determine their stance on these important topics.
- **Journal for Reflection** – Found in every chapter, these activities give students the opportunity to pause and reflect on chapter content and how it relates to their own experiences in the classroom.
- **Preparing for Certification** – Located at the end of every chapter, these activities provide sample questions for state teacher certification exams such as the Praxis exam.
- **School-Based Observation activities** – This end-of-chapter activity invites students to apply chapter content through focused observations. Students have a chance to connect to the schools and classrooms in which they will teach.
- **Portfolio Development activities** – Students are encouraged to create artifacts for their teaching portfolio.
- **MyEducationLab**

Prepare Teachers for Diverse Classrooms

The fifteenth edition introduces readers to diversity in every chapter with a new text feature and an integrated discussion of today’s diverse classrooms. Students are introduced to the social and educational issues faced by a diverse nation and are given opportunities to think critically and reflect on these issues. Explore the following content that will help prepare teachers for diverse classrooms:

- **Reflect on Diversity feature**
- **Integrated Diversity Discussion**
- **Global Perspectives** – These features provide students with a better understanding of educational practices in other countries and how they compare to practices in the United States. **Questions for Reflection** invite students to think about the topic and tie it to their future educational practices and classrooms.

Provide Teachers the Opportunity to Experience Real Classrooms

**MyEducationLab** is an online resource that offers ready-made assignments and activities set in the context of real classrooms. Fully integrated within the text, it provides opportunities for reflection and practice in an easy-to-assign format. MyEducationLab for this text includes:

- **Learning Outcomes** – Each topic of MyEducationLab connects intended learning outcomes to INTASC standards.
• **Building Teaching Skills and Dispositions** – Students can practice and strengthen skills that are essential to teaching. Students are first presented with a core skill, given an opportunity to practice the skill multiple times, and then critically analyze the skill.

• **Assignments and Activities** – These assignable exercises present content in an active format and provide questions that probe student understanding of a concept or strategy.

• **Book Specific Resources** – These resources are unique to this book and include:
  - **Study Plan Quiz with Review, Practice, and Enrichment**—Includes multiple-choice assessments tied to chapter objectives. Chapter-specific study plans offer multiple opportunities to master course content fully.
  - **Reflect on Diversity**—Located in every chapter, this feature allows students to read about real classroom situations dealing with diversity. Students can further examine these issues and apply their knowledge by going to MyEducationLab to answer questions and receive hints and feedback.
  - **Teacher Perspectives**—This popular text feature highlights two educators presenting opposing sides of an issue related to chapter content. Through MyEducationLab assignments, students are encouraged to develop personal stances on the issue.

**Understand and Learn About Current Issues in Education Today**
The fifteenth edition includes an integrated discussion of trends and current hot topics in education today.

- **Integrated Coverage of Technology**
- **Integrated Coverage of Educational Trends**
- **Education in the News**—Every chapter begins with a real current news article from publications such as NEA Today, Education Week, and newspapers from across the country. The articles focus on educational issues and invite students to reflect on topics such as virtual schools, standardized testing, diverse classrooms, students and families, financing schools, and more.

**The Power of Classroom Practice.**

“Teacher educators who are developing pedagogies for the analysis of teaching and learning contend that analyzing teaching artifacts has three advantages: it enables new teachers time for reflection while still using the real materials of practice; it provides new teachers with experience thinking about and approaching the complexity of the classroom; and in some cases, it can help new teachers and teacher educators develop a shared understanding and common language about teaching...”

1 As Linda Darling-Hammond and her colleagues point out, grounding teacher education in real classrooms—among real teachers and students and among actual examples of students’ and teachers’ work—is an important, and perhaps even essential, part of preparing teachers for the complexities of teaching in today’s classrooms. For this reason, we have created a valuable, time-saving website – MyEducationLab – that provides you with the context of real classrooms and artifacts that research on teacher education tells us is so important for professional development. The authentic-in-class video footage, interactive skill-building exercises and other resources available on MyEducationLab offer you a uniquely valuable teacher education tool.

---

Instructors will find MyEducationLab easy to use and integrate into courses and assignments. Wherever you see the MyEducationLab logo in the margins or elsewhere in the text, follow the simple instructions to access videos, strategies, cases, and artifacts connected to assignments, activities, and learning units on MyEducationLab. MyEducationLab is organized topically to enhance the coverage of core concepts discussed in the chapters of your book. For each topic on the course you will find the following resources:

**Connection to National Standards**
Now it is easier than ever to see how your coursework is connected to national standards. In each topic of MyEducationLab you will find intended learning outcomes connected to the appropriate national standards for your course. All of the Assignments and Activities and all of the Building Teaching Skills and Dispositions in MyEducationLab are mapped to corresponding national standards and learning outcomes.

**Assignments and Activities**
Designed to save instructors preparation time, these assignable exercises show concepts in action through video, cases, and student and teacher artifacts and then provide thought-provoking questions that probe student understanding of these concepts or strategies. (Feedback for these assignments is available to instructors.)

**Building Teaching Skills and Dispositions**
These learning units help students practice and strengthen skills that are essential to quality teaching. Students are first presented with the core skill or concept and then given an opportunity to develop their understanding of this concept by watching video footage or interacting with other media and then critically analyzing the strategy or skill in classroom contexts.

**IRIS Center Resources**
The IRIS Center at Vanderbilt University (http://iris.peabody.vanderbilt.edu) – funded by the U.S. Department of Education’s Office of Special Education Programs OSEP – develops training enhancement materials for pre-service and in-service teachers. The Center works with experts from across the country to create challenge-based interactive modules, case study units, and podcasts that provide research-validated information about working with students in inclusive settings. This text’s MyEducationLab course integrates this content to enhance the content coverage in your book.

**General Resources on Your MyEducationLab Course**
The Resources section on your MyEducationLab course is designed to help your students pass their licensure exam, put together an effective portfolio, develop lesson plans, prepare for and navigate their first year of teaching, and understand key educational standards, policies, and laws. This section includes:

- **Licensure Exams**: Students can access guidelines for passing the Praxis exam, as well as state-specific tests. The Practice Test Exam includes practice questions, Case Histories, and Video Case Studies.
- **Portfolio Builder and Lesson Plan Builder**: Students can create, update, and share portfolios and lesson plans.
- **Preparing a Portfolio**: Students can access guidelines for creating a high-quality teaching portfolio that will allow them to document their growth as professional educators.
- **Licensure and Standards**: Links to state licensure standards and national standards provide a helpful reference resource.
- **Beginning Your Career**: Students can explore valuable information, advice and access tips on the following:
  - Resume Writing and Interviewing: Expert advice on how to write effective resumes and prepare for job interviews.
  - Your First Year of Teaching: Practical tips on how to set up a classroom, manage student behavior, and learn to organize for instruction and assessment.
  - Law and Public Policies: Specific directives and requirements students need to understand the No Child Left Behind Act and the Individuals with Disabilities Education Improvement Act of 2004.
Book-Specific Resources

REFLECT ON DIVERSITY
Located in every chapter, students read a practical classroom situation dealing with diversity. Students can then apply their knowledge by going to this text’s online resource, MyEducationLab, to answer questions where they receive hints and feedback.

TEACHER PERSPECTIVES
This popular text feature highlights two educators presenting opposing sides of an issue related to chapter content. Through MyEducationLab assignments, students are encouraged to develop a personal stance on the issue.

STUDY PLAN
The MyEducationLab Study Plan provides multiple choice assessments tied to chapter objectives and are supported by study materials. A well-designed Study Plan offers multiple opportunities to fully master required course content targeted by objectives in each chapter:

- **Chapter Objectives** identify important learning outcomes for each chapter and provide focus for students as they read and study.
- **Multiple Choice Assessments**, tied to each chapter’s objectives, assess mastery of content through exercises that students can take as many times as needed. These quizzes provide overall scores for each objective and also explain why responses to particular items are correct or incorrect.
- **Study Material: Review, Practice and Enrichment** resources provide students with a deeper understanding of chapter content. After taking the Multiple Choice Assessment Quiz, students receive information regarding the chapter content on which they still need work. This review material includes text excerpts, activities with hints and feedback, and media assets (video, simulations, and additional cases).

Visit www.myeducationlab.com for a demonstration of this exciting new online teaching resource.

INSTRUCTOR SUPPLEMENTS
The text has the following ancillary materials to assist instructors in maximizing learning for all students. These instructor supplements are located on the Instructor Resource Center at www.pearsonhighered.com.

- **Instructor’s Manual/Media Guide** provides concrete, chapter-by-chapter instructional and media resources with full integration of MyEducationLab.
- **PowerPoint Slides** are available to download for each chapter. Presentations include key concept summaries and other aids to help students understand, organize, and remember core concepts and ideas.
- **Test Bank** includes multiple-choice, true/false, short answer, and essay questions, as well as case studies and alternative assessment. The test bank contains page references and answer feedback.
- **Pearson MyTest** is a powerful assessment generation program that helps instructors easily create and print quizzes and exams. Questions and tests are authored online, allowing ultimate flexibility and the ability to efficiently create and print assessments anytime, anywhere! Instructors can access Pearson MyTest and their test bank files by going to www.pearsonmytest.com to log in, register, or request access.
- **Online Course Management**. Contact your local Pearson representative to learn how the online and instructor resources available with this book can be customized for delivery through today’s popular learning management systems, including BlackBoard, WebCT, and more.

ACKNOWLEDGMENTS
We are sincerely grateful to the many colleagues, reviewers, and editors who have helped us over the years to make this text the most popular and widely used book in the field. We thank our publisher, Pearson, for its support and for enabling us to deliver the message that we as professional
educators deem crucial for the preparation of teachers. In particular, we thank Amy Nelson, our outstanding development editor, as well as Meredith Fossel, for her work as our acquisitions editor. We also thank our colleagues and other members of the academic community for their assistance. We sincerely thank our current reviewers for their help and guidance: Samuel Cotton, Ball State University; Thuy Dao Jensen, University of Southern Indiana; Veronica L. Estrada, University of Texas-Pan American; Erwin V. Johanningmeier, University of South Florida; Thomas A. Kessinger, Xavier University; Lillian B. Poats, Texas Southern University; Carol Scateva, Lewis University; Heidi Schnackenberg, State University of New York, Plattsburgh and Vykuntapathi Thota, Virginia State University.

Finally, we thank our families and friends for supporting us throughout the revision process and appreciate the comments and recommendations from the faculty and students who have used previous editions of this book. Their suggestions have led to a number of changes in the current edition. We encourage all our readers to provide feedback for improving future editions.
JAMES A. JOHNSON, professor of education emeritus at Northern Illinois University, has been an educator for more than thirty-five years, serving as a public school teacher, teacher educator, and university administrator. He has been coauthor of fourteen editions of *Foundations of American Education*, as well as author or coauthor of a dozen other college textbooks.

DIANN MUSIAL, professor emerita of foundations of education and Northern Illinois University Distinguished Teaching Professor, has taught middle school science and mathematics in Chicago, served as principal of an Individually Guided Education elementary school, and worked in industry as director of training. She has directed more than twenty state and federally funded staff development grants, developed countless performance assessments and test item banks, and coauthored *Integrating Science with Mathematics and Literacy: New Visions for Learning and Assessment* (Corwin Press, 2008) and *Foundations for Meaningful Educational Assessment* (McGraw Hill, 2009).

GENE E. HALL, professor of educational leadership at the University of Nevada at Las Vegas (UNLV), has served for more than thirty years as a teacher educator, researcher, and university administrator. He is active in assisting teacher education institutions in their efforts to become nationally accredited. He is also internationally known for his research on the change process in schools and other types of organizations. He is the lead architect of the widely used concerns-based adoption model (CBAM), which organizational leaders and staff developers employ in studying and facilitating the change process. In addition to coauthoring the last five editions of this text, he is coauthor of *Implementing Change: Patterns, Principles, and Potholes*, Third Edition (Allyn & Bacon, 2011).

DONNA M. GOLLNICK is senior vice president of the National Council for the Accreditation of Teacher Education (NCATE), where she oversees accreditation activities. She is also past president of the National Association for Multicultural Education (NAME) and is a recognized authority in multicultural education. In addition to her work in teacher accreditation, she has taught in secondary schools and coauthored four editions of this text. She is also coauthor, with Philip C. Chinn, of *Multicultural Education in a Pluralistic Society*, Eighth Edition (Merrill, 2009).
Part I • The Teaching Profession

Chapter 1 Teaching in a Changing World 2

Part II • Historical Foundations of Education

Chapter 2 The Early History of Education in a Changing World 28
Chapter 3 Historical Perspectives of Education 56

Part III • Philosophical Foundations of Education

Chapter 4 Philosophy: Reflections on the Essence of Education 78
Chapter 5 Building an Educational Philosophy in a Changing World 104

Part IV • Sociological Foundations of Education

Chapter 6 Place of Schools in Society 138
Chapter 7 Diversity in Society and Schools 166
Chapter 8 Students and Their Families 200

Part V • Governance, Organization, and Legal Foundations of Education

Chapter 9 Organizing and Paying for Education 232
Chapter 10 Legal Perspectives on Education 266

Part VI • Curricular Foundations of Education

Chapter 11 Standards, Assessment, and Accountability 302
Chapter 12 Designing Programs for Learners: Curriculum and Instruction 334
Chapter 13 Becoming a High-Quality Teacher in a Changing World 366
## Contents

### Part I  The Teaching Profession

#### Chapter 1  Teaching in a Changing World  
**EDUCATION IN THE NEWS:** Heroes Every One  
**Today’s Teachers**  
- The Importance of Teachers to Society  
- The Public View of Teachers and Schools  
- Who Teaches?  
- Teacher Supply and Demand  
**GLOBAL PERSPECTIVES:** TEACHING CHINESE TO AMERICAN STUDENTS  
**Teaching as a Profession**  
- Professional Responsibilities  
- Professional Knowledge  
- Professional Skills  
**REFLECT ON DIVERSITY:** STUDENT BULLYING  
**Quality Assurance**  
- Accreditation  
- Licensure  
- Advanced Certification  
- Standards  
- No Child Left Behind  
**PROFESSIONAL DILEMMA:** STANDARDIZED TESTS  
**Reflecting on One’s Practice**  
- Systematic Observation  
- Informal Note-Taking  
- Analysis of Practice and Reflection  
- Reflective Journaling  
- Folio/Portfolio Development  
**Challenges Affecting Teachers**  
- Salaries in a Changing World  
- Working Conditions  
**TEACHER PERSPECTIVES:** SHOULD DISTRICTS OFFER SIGNING BONUSES TO ATTRACT NEW TEACHERS?  
**Beginning and Continuing a Teaching Career**  
- Becoming Licensed  
- Searching for a Teaching Position  
- Remaining a Teacher  
**Looking Ahead: The Teaching Profession**  
**Summary**  
**Discussion Questions**  
**School-Based Observations**  
**Portfolio Development**  
**Preparing for Certification**  
**Websites**  
**Further Reading**

### Part II  Historical Foundations of Education

#### Chapter 2  The Early History of Education in a Changing World  
**EDUCATION IN THE NEWS:** Teaching Patriotism—With Conviction  
**The Beginnings of Education (to 476 CE)**  
**Non-Western Education**  
**Western Education**  
**Education in the Middle Ages (476–1300)**  
- The Dark Ages (400–1000)  
- The Revival of Learning  
**Education in Transition (1300–1700)**  
- The Renaissance  
- The Reformation  
**TEACHER PERSPECTIVES:** IS “ABSTINENCE-ONLY” THE BEST SEX EDUCATION POLICY FOR SCHOOLS TO IMPLEMENT?  
**The Emergency of Common Man**  
**Evolving Perspectives of Education in Our Developing Nation**  
- Colonial Education  
**REFLECT ON DIVERSITY:** RELIGIOUS BELIEFS IN THE CLASSROOM  
**The Struggle for Universal Elementary Education**  
**The Need for Secondary Schools**  
**GLOBAL PERSPECTIVES:** EDUCATIONAL IDEAS BORROWED FROM AROUND THE WORLD  
**The Evolution of Teaching Materials**  
**Technology and History**  
**Meager Early Education for Diverse Populations**  
- Education of African Americans  
- Education of Asian Americans  
- Education of Hispanic Americans  
- Education of Women  
**GLOBAL PERSPECTIVES:** MARIA MONTESSORI  
**Private Education in America**  
**The Right of Private Schools to Exist**  
**PROFESSIONAL DILEMMA:** HOW CAN THE BUSY TEACHER KEEP UP WITH HISTORICAL AND CONTEMPORARY RESEARCH?  
**Parochial Schools**
Chapter 3  Historical Perspectives of Education  

EDUCATION IN THE NEWS: History of the Federal Role in Education  

More Students and Bigger Schools  
- Enrollment Growth  
- Need for More Schools  
- Need for More Teachers  
- School District Consolidation  
- Growth of Busing  
- Bigger School Budgets  
- Rapid Curricular Growth and Changes  

TEACHER PERSPECTIVES: IS TEACHING MANNERS A GOOD USE OF CLASSROOM TIME?  
- Growth of Special Education Programs  
- Researching Educational Information Using Today’s Technology  

The Development of the Teaching Profession  
- Increasing Federal Involvement  
- The Professionalization of Teaching  

REFLECT ON DIVERSITY: TESTING STUDENTS FOR NCLB  
- Continued Importance of Private Schools  
- Home Schooling  
- Continuing/Adult Education  
- Evolution of Educational Testing  

Changing Aims of Education  
- Committee of Ten  
- Seven Cardinal Principles  
- The Eight-Year Study  
- “Purposes of Education in American Democracy”  
- “Education for All American Youth”  
- “Impressive Needs of Youth”  

Preparation of Teachers  
- Colonial Teachers  

GLOBAL PERSPECTIVES: EUROPEAN BEGINNINGS OF TEACHER TRAINING  
- Teachers as Indentured Servants  
- Teaching Apprenticeships  
- Teacher Training in Academies  
- Normal Schools  
- State Teachers’ Colleges  

Changes in Mid-Twentieth-Century Teacher Education  

Recent Trends in Education  
- New Emphases in Education  

GLOBAL PERSPECTIVES: JEAN PIAGET  
- Educational Critics  

PROFESSIONAL DILEMMA: CAN A KNOWLEDGE OF HISTORY HELP TO IMPROVE MULTICULTURAL EDUCATION?  
- Changing Public Perspectives on Education  
- Major Educational Events of the Past Century  

Looking Ahead: Looking Back to Help Us Look Ahead!  
- Summary  
- Discussion Questions  
- School-Based Observations  
- Portfolio Development  
- Preparing for Certification  
- Websites  
- Further Reading  

Part III  Philosophical Foundations of Education  

Chapter 4  Philosophy: Reflections on the Essence of Education  

EDUCATION IN THE NEWS: Cheating Crisis in America’s Schools: How It’s Done and Why It’s Happening  

Structure and Methodology of Philosophy  
- The Branches of Philosophy  
- Thinking as a Philosopher  

PROFESSIONAL DILEMMA: SHOULD MORALS AND VALUES BE TAUGHT IN PUBLIC SCHOOLS?  
- Technology and Philosophy  
- Schools of Philosophy and Their Influence on Education  
- Idealism  
- Realism  
- Pragmatism  
- Existentialism  

Changing Aims of Education  
- Committee of Ten  
- Seven Cardinal Principles  
- The Eight-Year Study  
- “Purposes of Education in American Democracy”  
- “Education for All American Youth”  
- “Impressive Needs of Youth”  

Preparation of Teachers  
- Colonial Teachers  

GLOBAL PERSPECTIVES: EUROPEAN BEGINNINGS OF TEACHER TRAINING  
- Teachers as Indentured Servants  
- Teaching Apprenticeships  
- Teacher Training in Academies  
- Normal Schools  
- State Teachers’ Colleges  

Looking Ahead: Increased Emphasis on the Development of Valued Dispositions
Chapter 5 Building an Educational Philosophy in a Changing World

EDUCATION IN THE NEWS: Ethical Minds and Technology

The Dynamic Relationship between Philosophy and Education

What Does an Educational Philosophy Look Like?

Teacher-Centered Educational Philosophies

Essentialism

Behaviorism

Positivism

PROFESSIONAL DILEMMA: ADJUSTING THE ATTITUDE OF LEARNERS

Student-Centered Educational Philosophies

Progressivism

Humanism

Constructivism

Developing Your Own Philosophy of Education

Classroom Organization

Motivation

Classroom Management and Discipline

Classroom Climate

REFLECT ON DIVERSITY: CLASSROOM MANAGEMENT

Personal Learning Focus

Technology and Educational Philosophy

Your Philosophy of Education Beyond the Classroom

Teachers as Change Agents

Teachers as Leaders

TEACHER PERSPECTIVES: SHOULD TEACHERS EXPRESS THEIR VIEWS ON CONTROVERSIAL TOPICS IN CLASS?

Chapter 7 Diversity in Society and Schools


Part IV Sociological Foundations of Education

Chapter 6 Place of Schools in Society

EDUCATION IN THE NEWS: More Valley Students Signing Up for Virtual Schools
CONTENTS

Poverty 169
Impact of Poverty and Low Income on Academic Achievement 171

Race and Ethnicity 172
Race 172
Ethnicity 172
Racial and Ethnic Disparities in Education 175
Teaching from a Cultural Context 175

REFLECT ON DIVERSITY: TEACHING THE TRUTH 176

Language 176
Language Diversity 176
Dialectal Diversity 177
Education for Language Diversity 177

Gender 179
Differences between Females and Males 179

TEACHER PERSPECTIVES: SHOULD ALL STUDENTS BE BILINGUAL? 180
Gender-Sensitive Education 182
Title IX 182

Sexual Orientation 183

Exceptionalities 184
Inclusion 185

PROFESSIONAL DILEMMA: INCLUSION OF STUDENTS WITH DISABILITIES 185
Disproportionate Placements 186
Response to Intervention 186

Religion 187
Multicultural Education 189

GLOBAL PERSPECTIVES: HISTORY CURRICULUM IN RWANDA 189
Incorporating Diversity 190
Providing Social Justice 191
Ensuring Equality 192

Looking Ahead: Teachers as Social Activists 193
Thinking Critically 193
Modeling Equity in the Classroom 193
Making Schools Democratic 194
Teaching for Social Justice 195

Summary 195 • Discussion Questions 197 • School-Based Observations 197 • Portfolio Development 197 • Preparing for Certification 198 • Websites 199 • Further Reading 199

Chapter 8 Students and Their Families 200

EDUCATION IN THE NEWS: Grant from Toyota Funds Program at Elementary Schools 201

Today's Families 202

PROFESSIONAL DILEMMA: FAMILY DIVERSITY 203
Parenting 203
Socioeconomic Status 203
Children Left Alone after School 207
Communicating with Families 208

Dangers Children Face 209
Child Abuse 209
Sexual Harassment 210
Other Violence 211

Challenges of Growing Up 214
Sexuality and Pregnancy 214
Substance Abuse 215
Economic Realities 216

Prejudice and Discrimination 217
Prejudice 218
Discrimination 219
Racism 219

GLOBAL PERSPECTIVES: COMING TO JUSTICE 219
Sexism and Other “Isms” 221

Engagement in School 221
Leaving School Early 221

TEACHER PERSPECTIVES: IS RETENTION BETTER THAN SOCIAL PROMOTION FOR STUDENTS? 222
Resiliency 224

REFLECT ON DIVERSITY: WHY BOTHER? 224

Equality of Access 225
Access to Technology 225

Looking Ahead: Greater Access to Quality Education 227

Summary 228 • Discussion Questions 229 • School-Based Observations 229 • Portfolio Development 230 • Preparing for Certification 230 • Websites 231 • Further Reading 231

Part V Governance, Organization, and Legal Foundations of Education

Chapter 9 Organizing and Paying for Education 232

EDUCATION IN THE NEWS: Panel Approves School Finance Overhaul 233

School Districts: Organization and Finances 234
School District Organization 234
School District Expenditures 237

The Organization of Schools 237
The School Organization Chart 238
Innovations in School Organization 240

Organization of Education at the State Level 241
State Board of Education 241
Chief State School Officer 242
State Department of Education 242
State Legislature 243
Governors 244

Sources of Revenue for Schools 244
System of Taxation and Support for Schools 245
State Differences in the Funding of Education 246
State Sources of Revenue 246
Recent Challenges to School Finance within the States 248
Entrepreneurial Efforts to Fund Education 249

TEACHER PERSPECTIVES: SHOULD SCHOOLS ACCEPT CORPORATE ADVERTISING AND SPONSORSHIP? 250
State Aid 250

REFLECT ON DIVERSITY: ROBIN HOOD TAX LAWS 251
GLOBAL PERSPECTIVES: INTERNATIONAL COMPARISONS: EXPENDITURES PER STUDENT AS AN INDICATOR 252

The Federal Government’s Role in Education 253
Leadership 253
The U.S. Department of Education 254
Educational Programs Operated by the Federal Government 254
No Child Left Behind 254
Federal Aid 256
Technology and School Administration 257

Politics and Accountability in Education 257
Politics: Neither Positive nor Negative 258
Politics across the Education System 258
School Politics 259

PROFESSIONAL DILEMMA: WHAT IS THE APPROPRIATE ROLE FOR TEACHERS WHEN THE POLITICS GET ROUGH? 259
Accountability 260

Looking Ahead: The Continuing Challenge of Funding Education 261
Summary 262 • Discussion Questions 263 • School-Based Observations 263 • Portfolio Development 263 • Preparing for Certification 264 • Websites 264 • Further Reading 265

Chapter 10 Legal Perspectives on Education 266
EDUCATION IN THE NEWS: Teacher Fired for Inappropriate Behavior on MySpace Page 267

Legal Aspects of Education 268
Legal Provisions for Education: The U.S. Constitution 269
Church and State 271
Segregation and Desegregation 276
Equal Opportunity 278
Opportunities for Students with Disabilities 279

Teachers’ Rights and Responsibilities 281
Conditions of Employment 282
Right to Bargain Collectively 284

GLOBAL PERSPECTIVES: LEGAL ASPECTS OF EDUCATION IN OTHER COUNTRIES 285

Academic Freedom 285
Teacher Responsibilities and Liabilities 288

Teacher and Student Uses of Technology and the Law 289
E-Mail 289
Social Networking Risks 290
Cheating with Technology 290

Students’ Rights and Responsibilities 290
Students’ Rights as Citizens 290

REFLECT ON DIVERSITY: WHAT IF YOUR STUDENT’S MOTHER IS UNDOCUMENTED? 291
Students’ Rights and Responsibilities in School 294

TEACHER PERSPECTIVES: SHOULD STUDENTS BE SUSPENDED FOR INAPPROPRIATE DRESS? 295

Looking Ahead: The Evolving Legal Aspects of Education 298
Summary 299 • Discussion Questions 299 • School-Based Observations 300 • Portfolio Development 300 • Preparing for Certification 300 • Websites 301 • Further Reading 301

Part VI Curricular Foundations of Education

Chapter 11 Standards, Assessment, and Accountability 302
EDUCATION IN THE NEWS: High Marks for Schools May Become Hard to Get 303

Education Standards 304
Conceptions of Standards 305
Content Standards 306
21st Century Knowledge and Skills Framework 307
Federal Role in Standards 309
The Future of Standards-Based Education 309

Assessment 310
What Is Assessment? 310
Purposes of Assessment 310
Types of Assessments 312

REFLECT ON DIVERSITY: USING ASSESSMENTS FOR LEARNING 313
Performance Assessments 314

PROFESSIONAL DILEMMA: DEVELOPING PERFORMANCE ASSESSMENTS 314
Professional Aspects of Good Assessments 317

Accountability 320
Using Technology to Track Student Learning 321
International Comparisons 322

GLOBAL PERSPECTIVES: THE SUCCESS OF SOUTH KOREA 324
Testing Challenges 324
Equity within Accountability 326
CONTENTS

TEACHER PERSPECTIVES: DOES PREPPING FOR HIGH-STAKES TESTS INTERFERE WITH TEACHING? 327
Looking Ahead: Learning to Assess for Student Learning 328
  Performance Assessment for California Teachers (PACT) 329
  Teacher Work Sample 330
Summary 331 • Discussion Questions 331 • School-Based Observations 332 • Portfolio Development 332 • Preparing for Certification 332 • Websites 333 • Further Reading 333

Chapter 12 Designing Programs for Learners: Curriculum and Instruction 334
EDUCATION IN THE NEWS: “Depth” Matters in High School Science Studies 335
What Is Curriculum? 336
  Developing Curriculum 336
  Curriculum Designs 338
GLOBAL PERSPECTIVES: GERMAN EDUCATION 340
  Curriculum Resources 341
The Many Influences on Curriculum 342
  Large-Scale Influences on Curriculum 343
  Community Influences on Curriculum 344
  School Site Influences on Curriculum 344
Selection and Management of Curriculum 344
  The State’s Role in Managing Curriculum 345
  The District’s Role in Managing Curriculum 345
  Local Schools’ Role in Managing the Curriculum 346
Evaluating Curricula 346
  District and State Curriculum Evaluation Practices 347
  National Curriculum Evaluation Studies 347
  International Curriculum Evaluation Studies 347
Instruction: The Teaching Side of Curriculum 348
  Instructional Objectives for Student Learning 348
  Types of Instructional Objectives 348
Teaching Strategies 351
  Direct Instruction 352
  Indirect Instruction 352
  Increased Emphasis on Science and Technology 353
  Organizing Students to Maximize Learning 354
PROFESSIONAL DILEMMA: SHOULD I USE HOMOGENEOUS OR HETEROGENEOUS ABILITY GROUPING? 355
REFLECT ON DIVERSITY: THIS IS SCIENCE CLASS, NOT LANGUAGE ARTS 355
  Research on the Use of Technology to Enhance Instruction 356
TEACHER PERSPECTIVES: SHOULD WE ABOLISH HOMEWORK? 356

Chapter 13 Becoming a High-Quality Teacher in a Changing World 366
EDUCATION IN THE NEWS: Newmarket Teacher Earns “ED”ie Award 367
Different Perspectives for Viewing Education and Teaching 368
  Recent Trends in Attempts to Improve Education 368
Continuing Pressures to Reform Schools 368
  Sixty Years of Increasing Federal Pressure to Change Schools 369
  Reauthorization of ESEA as No Child Left Behind 371
  A New President, A New Agenda for Education 372
  Findings from Education Research and Development: Another Pressure for Changes in Teaching and Schools 372
Emerging Pressures and Indicators of Accountability Require Change in Schools 373
  Expectations for Accountability Are Increasing 373
How to Recognize a High-Quality School 375
  Data-Driven Decision Making 375
  School Improvement Process 376
  Professional Learning Communities 376
  Parent and Community Involvement 376
  High-Quality Schools Have Leaders That Make a Difference for Teachers and Students 377
REFLECT ON DIVERSITY: PARENT–TEACHER CONFERENCE 377
  Checking a School for Indicators of High Quality 379
High-Quality Teachers Provide Evidence of Student Learning 379
  What Evidence Will You Have to Show You Are a High-Quality Teacher? 380
SPECIAL FEATURES

EDUCATION IN THE NEWS
Heroes Every One 3
Teaching Patriotism—with Conviction 29
History of the Federal Role in Education 57
Cheating Crisis in American Schools: How It's Done and Why It's Happening 79
Ethical Minds and Technology 105
More Valley Students Signing Up for Virtual Schools 139
For Students, Diversity Still is a Daily Lesson: Changing Ethnic Makeup Teaches Some to Beat Prejudice 167
Grant from Toyota Funds Program at Elementary Schools 201
Panel Approves School Finance Overhaul 233
Teacher Fired for Inappropriate Behavior on MySpace Page 267
High Marks for Schools May Become Hard to Get 303
“Depth” Matters in High School Science Studies 335
Newmarket Teacher Earns “ED”ie Award 367

PROFESSIONAL DILEMMA
Standardized Tests 18
How Can the Busy Teacher Keep Up with Historical and Contemporary Research? 50
Can a Knowledge of History Help to Improve Multicultural Education? 73
Should Morals and Values Be Taught in Public Schools? 82
Adjusting and Attitude of Learners 112
What Has Happened to Play? 153
Inclusion of Students with Disabilities 185
Family Diversity 203
What Is the Appropriate Role for Teachers When the Politics Get Rough? 259
Developing Performance Assessments 314
Should I Use Homogeneous or Heterogeneous Ability Grouping? 355

TEACHER PERSPECTIVES
Should Districts Offer Signing Bonuses to Attract New Teachers? 22
Is “Abstinence-Only” the Best Sex Education Policy for Schools to Implement? 36
Is Teaching Manners a Good Use of Classroom Time? 60
Should Teachers Wear Business Attire to School? 96
Should Teachers Express Their Views on Controversial Topics in Class? 131
Should Teachers Be Required to Take Diversity Training? 146
Should All Students Be Bilingual? 180
Is Retention Better Than Social Promotion for Students? 222
Should Schools Accept Corporate Advertising and Sponsorship? 250
Should Students Be Suspended for Inappropriate Dress? 295
Does Prepping for High-Stakes Tests Interfere with Teaching? 327
Should We Abolish Homework? 356
Should Technology Be Used in Every Classroom? 388

GLOBAL PERSPECTIVES
Teaching Chinese to American Students 11
Educational Ideas Borrowed from Around the World 41
Maria Montessori 49
European Beginnings of Teacher Training 67
Jean Piaget 72
The Fabric of Eastern Ways of Knowing 98
The World as a Classroom 133
Citizenship Education in Australia 141
History Curriculum in Rwanda 189
Coming to Justice 219
International Comparisons: Expenditures per Student as an Indicator 252
Legal Aspects of Education in Other Countries 285
The Success of South Korea 324
German Education 340
Teacher Induction Programs Have a Long History in Australia 386

MYEDUCATIONLAB
Why Become a Teacher 7
Succeeding in Your First Year of Teaching 8
Licensure Standards 15
Using the INTASC Standards to Guide Teaching Practice 15
Licensure Exams 16
Reflection as an Essential Component of a Teaching Portfolio 19
Preparing a Portfolio 20
Beginning Your Career 23
Colonial Village 39
Educational History in the Making 52
SPECIAL FEATURES

Introduction to Teaching and Foundations of Education 74
Interactive Timeline 74
Educational Philosophy and Teaching Practice 80
Writing a Subtraction Story 87
Educational Philosophy and Teaching Practice 107
Developing a Philosophy of Education 118
Classroom Management 125
City Scene 157
Characteristics of Effective Schools 160
Modifying Instruction for Student Diversity 175
Is this Child Mislabeled? 177
Episode 4: Leonard Baca on the Use of Native Languages in the Classroom 178
Parents as Child Advocates 185
RTI (Part 1): An Overview 187
Ethnic Identity 190
Incorporating the Home Experiences of Culturally Diverse Students 208
Tragedy at School 211
Keeping Students in School 224
Technology to Help Struggling Students 227
The Principal as Leader 238
Carol Bartlett, Principal 239
Grade Level Meeting 239
The Impact of NCLB on School Governance and Financing 254
Accommodations for Students with Exceptionalities 272
Brown vs. Board of Education 277
Legal Responsibilities of Teachers 288
Assessment Methods 310
Assessing Student Learning 312
Performance Assessment 314
Identifying Curriculum Types 338
Cognitive Development 3 349
Effective Teaching Methods 352
The Direct Instruction Model 352
Model Inquiry Unit 353
Cooperative Learning 354
Technology Improves Teaching Skills 357
Peer Observation and Feedback 376
Working with Parents and the Community 377
Teachers as Professionals: Two Principals’ Views 378
Characteristics of Professionalism 380
The Multiple Roles of Teachers 386
Teaching at Different Grade Levels 386
Succeeding in Your First Year of Teaching 389
Professional Education Associations 391

REFLECT ON DIVERSITY

Student Bullying 13
Religious Beliefs in the Classroom 39
Testing Students for NCLB 62
Curriculum and Eastern Ways of Knowing 97
Classroom Management 126
Make Me Learn 159
Teaching the Truth 176
Why Bother? 224
Robin Hood Tax Laws 251
What if Your Student’s Mother Is Undocumented? 291
Using Assessments for Learning 313
This is Science Class, Not Language Arts 355
Parent–Teacher Conference 377